

RELEASED ITEMS, SCORING GUIDES, AND STUDENT RESPONSES



Louise Nevelson, *Bronze Bird*, 1952. $6\frac{3}{4} \times 9\frac{3}{4} \times 7\frac{1}{2}$ inches. Photo by Melville McLean. Collection of the Farnsworth Art Museum, Rockland, Maine. Gift of the Federation of Modern Painters and Sculptors, Inc., with funds provided by Anita Berliawsky. Ms. Berliawsky was Louise Nevelson's sister. They were born in the Ukraine and immigrated to this country as children. They grew up and went to school in Rockland, Maine. Louise Nevelson became a major artist of the 20th century.

Maine Educational Assessment

DECEMBER 2001

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FILE A – For Optional Classroom Use

English Language Arts:
Released Writing Prompt A-2

English Language Arts:
Released Reading Items A-3

English Language Arts:
Released Reading/Writing Response Item A-18

Health Education:
Released Items A-22

English Language Arts:

Released Writing Prompt

Respond to one of the following quotes:

“Hitch your wagon to a star.” — Ralph Waldo Emerson

“I never let schooling interfere with my education.” — Mark Twain

NOTE: Each student’s total writing score includes a response to this prompt **and** the reading/writing response item based on the passage found on page A-19.

English Language Arts: Released Reading Items

Reading Moving Water

Moving water can be divided into four groups: pools, runs, riffles, and flats. It's important to know how each of these function and how to fish them.

Pools. A pool is a slow deep hole that generally holds the biggest fish. Fish can easily feed at the head or the tail of the pool and can lie dormant in the middle water where it's safe. Pools are ideal lies because they meet so many of the fish's needs. It's no surprise that the largest fish, fish which have played king of the hill, have claimed this water.

Tips: Watch your shadow and don't spook the fish. If you do spook them, they will swim upstream and, in turn, spook others. Pool water is usually smooth, so fish can see you.

Wading is by far the best way to fish. Stand well below the tail of the pool and cast your fly, lure, or bait carefully. Many good fish hold on the tail. After you've worked the water, move up a few feet. Pick out sections of the pool and cast, working each section of water carefully. Don't fish the head of the pool until you've carefully worked the tail and the middle.

If you are fishing a wet fly, put on enough weight to get your pattern to the bottom. If you are working a lure, start on the top, then count it down, working at various depths until you find the depth with the most fish. If a fish isn't taking a lure or a fly off the top water, you probably need to get it down closer to the bottom.

Runs: The top of a run is generally smooth with occasional swirls, because the bottom is often broken up by rocks and other structure. From the surface the water looks flat, but the bottom offers plenty of hiding places even though the water isn't deep. A run will

Watch Your Strike Indicator

- Fly casters will catch more fish if they use a strike indicator—a small bobber-like float that attaches to the leader.



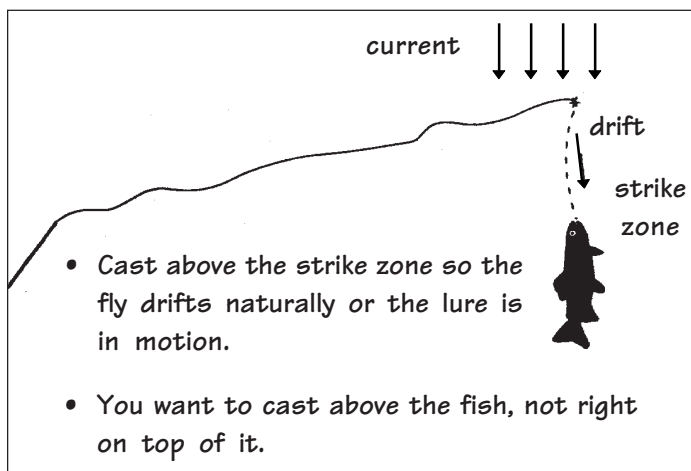
- If the strike indicator moves contrary to the drift, set the hook.

meet many of the fish's needs. The structure breaks up the current, and there's a place to hide while resting or feeding. The water also has plenty of oxygen.

Tips: Because the water is more broken up, you can usually get a little closer to where the fish are holding. The water won't be as deep as a pool, and the fish will probably be a little more active. The trick is to drag your fly or lure across [a] likely pocket, to tempt a response. Continue to work the pocket until you are sure you've exhausted it. Then try the next likely spot.

If this isn't working, try shotgunning. This is really effective when you know there is structure, but there's so much it's tough to isolate or, when you simply can't identify the best water. Start working the water systematically, moving upstream to quickly cover all sections. When you see fish activity, or get strikes, slow down and work that area.

A spinner works well because the water is deeper, so you won't get hung up as easily. A fly caster will appreciate this water during a hatch, but can successfully use a nymph here, too. A baitcaster will do well on the surface or by weighting the offering—especially a worm—and bumping the bottom.



Riffle: A riffle is an endless food dole. The water is 1 to 3 feet deep; the top is broken and choppy. There is a lot of aquatic life. Feeding fish can often be found in the riffles. Surprisingly a lot of anglers overlook this part of the stream. Fishing here can be quite exciting. Fish have to react quickly because the water is moving fast. A fly caster in this water gets a lot of fast action. While the water isn't deep, the broken surface gives fish a sense of confidence so they aren't skittish. Fish come to the surface quickly and have a very splashy rise because they must act so quickly.

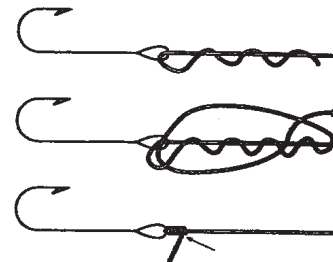
Tip: This is wonderful water for fly fishing. I love casting a terrestrial on riffles. This water can be a little tougher on spin casters because it's often shallow. A spinner will do well, though, and I've caught some mighty cutthroat trout this way, but I've

hung up badly, too. This water is great for a natural-bait angler because fish are aggressive and willing to take a tasty mouthful.

Flat: A flat is shallow smooth water. There is little protection for the fish, so when they come into the flats to feed they will be very uneasy. Fish come into a flat and feed heavily during a hatch. The angler who fishes here has to be very careful not to startle the prey.

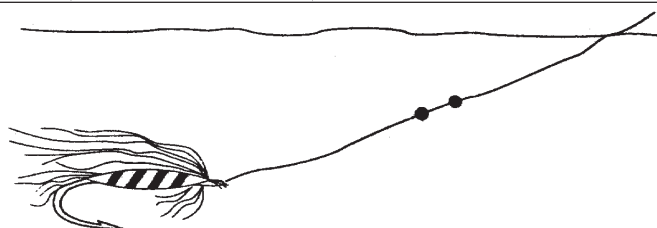
A Double Clinch Knot

- Many fish are lost because of poorly tied knots.
- A double clinch will help you bank more fish.



Even the wakes from wading, let alone you or your shadow, will send fish to the far reaches of the pool.

Tip: I'd fish this a lot like a pool, work up, fishing the likely water carefully. Wading is the best way to fish such water because you get a better presentation. Be very careful not to spook the fish.



Apply shot as needed to achieve the desired depth for your wet fly. You will catch more fish if you get your fly near the bottom.

1. The information in this selection would be **most** useful to
- ☐ A. fishing experts.
 - ☐ B. people who fish recreationally.
 - ☐ C. marine biologists.
 - ☐ D. ecologists interested in fish habitats.
2. Which statement from the selection is **not** the author's personal opinion?
- ☐ A. "Wading is by far the best way to fish."
 - ☐ B. "If this isn't working, try shotgunning."
 - ☐ C. "A fly caster in this water gets a lot of fast action."
 - ☐ D. "A flat is shallow smooth water."
3. Fly casting, bait casting, and spin casting are all types of
- ☐ A. fishing rods.
 - ☐ B. fishing jobs.
 - ☐ C. fishing methods.
 - ☐ D. fishhooks.
4. What is the correct definition of the word "angler" as used in paragraph 10?
- ☐ A. someone who fishes
 - ☐ B. several schools of fish
 - ☐ C. someone who sells bait
 - ☐ D. a scavenger shellfish
5. What characteristic do pools, runs, and flats have in common?
- ☐ A. They have very deep water.
 - ☐ B. They have some smooth water.
 - ☐ C. They have fast-moving water.
 - ☐ D. They provide good hiding places for fish.
6. Which information can be found **only** in an illustration?
- ☐ A. how to cast effectively
 - ☐ B. where to drag a lure
 - ☐ C. an identification of a hook
 - ☐ D. an example of a proper knot
7. According to this selection, why is it important to know how to read water?
- ☐ A. It is required to obtain a fishing license.
 - ☐ B. It is necessary for safety reasons.
 - ☐ C. It can help people become better readers.
 - ☐ D. It can be helpful in finding fish.
8. What is the main purpose of this selection?
- ☐ A. to provide helpful information about fishing
 - ☐ B. to persuade more people to fish as a hobby
 - ☐ C. to relate interesting events from the author's past
 - ☐ D. to explain the proper way to bait a fishhook

9. What are two techniques the author uses to help the reader understand the information in this selection?

9. _____

10. Explain the differences between fishing in a pool and fishing in a riffle. Include information on how fish act in each place and how each place should be fished. Use specific information from the selection in your answer.

10.

11. Explain how the title “Reading Moving Water” applies to fishing in **each** of the four types of moving water mentioned in this selection. Use specific information from the selection to support your answer.

11.

The House on Mango Street

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny, and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama

dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

Once when we were living on Loomis, a nun from my school passed by and saw me playing out front. The laundromat downstairs had been boarded up because it had been robbed two days before and the owner had painted on the wood YES WE'RE OPEN so as not to lose business.

Where do you live? she asked.

There, I said pointing up to the third floor.

You live *there*?

There. I had to look to where she pointed—the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn't fall out. You live *there*? The way she said it made me feel like nothing. *There*. I lived *there*. I nodded.

I knew then I had to have a house. A real house. One I could point to. But this isn't it. The house on Mango Street isn't it. For the time being, Mama says. Temporary, says Papa. But I know how those things go.

12. The phrase “windows so small you’d think they were holding their breath” contains an example of

- ☐ A. a simile.
- ☐ B. an allegory.
- ☐ C. personification.
- ☐ D. alliteration.

13. The narrator of this chapter is

- ☐ A. missing apartment life.
- ☐ B. wise beyond her years.
- ☐ C. eager to please the nun.
- ☐ D. ashamed of her family.

14. Emphasis is placed on the word **there** in the question “You live *there*?” to imply that the

- ☐ A. apartment was in a desirable location.
- ☐ B. nun did not understand where the narrator lived.
- ☐ C. narrator was pointing to the laundromat.
- ☐ D. nun was shocked by the apartment building’s appearance.

15. What is the main reason the narrator says, “I knew then I had to have a house”?

- ☐ A. She felt it would be more respectable to live in a house.
- ☐ B. She wanted to live in a house with more room for her family.
- ☐ C. The house on Mango Street was crumbling and dangerous.
- ☐ D. The apartment her family lived in was in a dangerous neighborhood.

16. Explain why the narrator doesn’t like the house on Mango Street.

16.

17. Explain what the narrator means when she says at the end of the chapter, “But I know how those things go.” Use information from the chapter to support your answer.

17.

Chief Joseph of the Nez Percé Speaks

1 My father sent for me. I saw he was dying. I took his hand in mine. He said: "My son, my body is returning to mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more, and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. Never sell the bones of your father and mother." I pressed my father's hand and told him I would protect his grave with my life. My father smiled and passed away into the spirit land.

I buried him in that beautiful valley of winding waters. I love that land more than all the rest of the world. A man who would not love his father's grave is worse than a wild animal.

3 For a short time we lived quietly. But this could not last. White men had found gold in the mountains around the land of winding waters. They stole many horses from us, and we could not get them back because we were Indians. I labored hard to avoid trouble and bloodshed. We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken. The white man would not let us alone. When the white men were few and we were strong, we could have killed them all off, but the Nez Percé wished to live in peace.

The old treaty has never been correctly reported. If we ever owned the land, we own it still, for we never sold it. In the treaty councils the commissioners have claimed that our country had been sold to the government. Suppose a white man should come to me and say, "Joseph, I like your horses, and I want to buy them." I say to him, "No, my horses suit me. I will not sell them." Then he goes to my neighbor and says to him, "Joseph has some good horses. I want to buy them, but he refuses to sell." My neighbor answers, "Pay me the money, and I will sell you Joseph's horses." The white man returns to me and says, "Joseph, I have bought your horses, and you must let me have them."

If we sold our lands to the government, this is the way they were bought.

Chief Joseph

18. What does the line “A man who would not love his father’s grave is worse than a wild animal” suggest?
- ☐ A. the passage of time
 - ☐ B. a contrast of people and animals
 - ☐ C. the son’s reverence for ancestors
 - ☐ D. a generational difference of opinion
19. Chief Joseph’s statement in paragraph 3, “But this could not last,” is an example of
- ☐ A. symbolism.
 - ☐ B. a flashback.
 - ☐ C. exaggeration.
 - ☐ D. foreshadowing.
20. From the information provided in the statement, the reader can assume that “white men” wanted the Nez Percé’s land because they
- ☐ A. appreciated the beauty of the valley of winding waters.
 - ☐ B. needed to expand the territory of the United States.
 - ☐ C. thought they could make money from the land.
 - ☐ D. wanted the Nez Percé’s ancestral bones for museums.
21. What is the main purpose of Chief Joseph’s statement?
- ☐ A. to explain the transfer of land from the Nez Percé viewpoint
 - ☐ B. to apologize to the Nez Percé for selling their land
 - ☐ C. to show the close relationship between Chief Joseph and his father
 - ☐ D. to emphasize how peaceful life was for Chief Joseph in his youth
22. What does Chief Joseph’s father mean when he says in paragraph 1, “Never sell the bones of your father and mother”?

22.

23. Explain what Chief Joseph means by the last sentence, "If we sold our lands to the government, this is the way they were bought."

23.

A Presidential Candidate

I have pretty much made up my mind to run for President. What the country wants is a candidate who cannot be injured by investigation of his past history, so that the enemies of the party will be unable to rake up anything against him that nobody ever heard of before. If you know the worst about a candidate, to begin with, every attempt to spring things on him will be checkmated. Now I am going to enter the field with an open record. I am going to own up in advance to all the wickedness I have done, and if any Congressional committee is disposed to prowl around my biography in the hope of discovering any dark and deadly deed that I have secreted, why—let it prowl.

In the first place, I admit that I treed a rheumatic grandfather of mine in the winter of 1850. He was old and inexperienced in climbing trees, but with the heartless brutality that is characteristic of me I ran him out of the front door in his nightshirt at the point of a shotgun, and caused him to bowl up a maple tree, where he remained all night, while I emptied shot into his legs. I did this because he snored. I will do it again if I ever have another grandfather. I am as inhuman now as I was in 1850. I candidly acknowledge that I ran away at the battle of Gettysburg. My friends have tried to smooth over this fact by asserting that I did so for the purpose of imitating Washington, who went into the woods at Valley Forge for the purpose of saying his prayers. It was a miserable subterfuge. I struck out in a straight line for the Tropic of Cancer because I was scared. I wanted my country saved, but I preferred to have somebody else save it. I entertain that preference yet. If the bubble reputation can be obtained only at the cannon's mouth, I am willing to go there for it, provided the cannon is empty. If it is loaded my

immortal and inflexible purpose is to get over the fence and go home. My invariable practice in war has been to bring out of every fight two-thirds more men than when I went in. This seems to me to be Napoleonic in its grandeur.

My financial views are of the most decided character, but they are not likely, perhaps, to increase my popularity with the advocates of inflation. I do not insist upon the special supremacy of rag money or hard money. The great fundamental principle of my life is to take any kind I can get.

The rumor that I buried a dead aunt under my grapevine was correct. The vine needed fertilizing, my aunt had to be buried, and I dedicated her to this high purpose. Does that unfit me for the Presidency? The Constitution of our country does not say so. No other citizen was ever considered unworthy of this office because he enriched his grapevines with his dead relatives. Why should I be selected as the first victim of an absurd prejudice!

I admit also that I am not a friend of the poor man. I regard the poor man, in his present condition, as so much wasted raw material. Cut up and properly canned, he might be made useful to fatten the natives of the cannibal islands and to improve our export trade with that region. I shall recommend legislation upon the subject in my first message. My campaign cry will be: "Desiccate the poor workingman; stuff him into sausages."

These are about the worst parts of my record. On them I come before the country. If my country doesn't want me, I will go back again. But I recommend myself as a safe man—a man who starts from the basis of total depravity and proposes to be fiendish to the last.

June 9, 1879

24. In the first paragraph, the statement, "What the country wants is a candidate who cannot be injured by investigation of his past history," suggests that the essay will discuss a candidate who has
- ☐ A. led an exemplary life.
 - ☐ B. a long political record.
 - ☐ C. no enemies.
 - ☐ D. never been investigated.
25. According to the essay, why should a politician reveal unflattering or embarrassing personal information?
- ☐ A. to outsmart those who would try to publicize such material
 - ☐ B. to justify past actions to the voters so they will accept the politician
 - ☐ C. to teach a lesson to others who may be doing similar things
 - ☐ D. to warn possible opponents against challenging the politician
26. Which statement is most likely an exaggeration?
- ☐ A. "Now I am going to enter the field with an open record."
 - ☐ B. "In the first place, I admit that I treed a rheumatic grandfather of mine . . ."
 - ☐ C. "I do not insist upon the special supremacy of rag money or hard money."
 - ☐ D. "Why should I be selected as the first victim of an absurd prejudice!"
27. According to the essay, a presidential candidate must
- ☐ A. have a clean record.
 - ☐ B. be totally honest.
 - ☐ C. have a military background.
 - ☐ D. be financially secure.
28. Mark Twain's purpose in writing this essay is to
- ☐ A. declare his candidacy for president.
 - ☐ B. defend himself against charges of cruelty.
 - ☐ C. share his opinions in an amusing way.
 - ☐ D. argue for a change in election laws.
29. In the last paragraph, Twain says he is "a man who starts from the basis of total depravity." What is the meaning of the word "depravity"?
- ☐ A. absolute cowardice
 - ☐ B. moral corruption
 - ☐ C. sincere apology
 - ☐ D. financial destitution

30. The effect of the essay “A Presidential Candidate” comes mostly from its use of

- ☐ A. plot.
- ☐ B. characterization.
- ☐ C. setting.
- ☐ D. tone.

31. Which saying would best summarize this essay?

- ☐ A. “Honesty is the best policy.”
- ☐ B. “An ounce of prevention is worth a pound of cure.”
- ☐ C. “What you see is what you get.”
- ☐ D. “Don’t count your chickens before they are hatched.”

32. Cite one statement from the text and indicate its relevance to a contemporary reader.

32.

**English Language Arts:
Released Reading/Writing
Response Item**

A Presidential Candidate

I have pretty much made up my mind to run for President. What the country wants is a candidate who cannot be injured by investigation of his past history, so that the enemies of the party will be unable to rake up anything against him that nobody ever heard of before. If you know the worst about a candidate, to begin with, every attempt to spring things on him will be checkmated. Now I am going to enter the field with an open record. I am going to own up in advance to all the wickedness I have done, and if any Congressional committee is disposed to prowl around my biography in the hope of discovering any dark and deadly deed that I have secreted, why—let it prowl.

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June 9, 1879

Use the definition below to answer question 33.

Satire: a literary work or technique that exposes or holds up to ridicule human vices or follies, usually in a witty, humorous, or ironic way.

33. In this essay, Mark Twain uses satire to make fun of politicians and politics. Identify two examples in the essay when Twain is satirizing either politicians or politics, and explain what he is satirizing in each example. Use specific evidence from the essay in your explanation.

33.

Continue your answer on the next page.

33. (continued)

Health Education: Released Items

1. Valerie is a sophomore in high school who just learned she is pregnant. Describe the impact of teenage pregnancy and motherhood on each of the four health areas (social, emotional, mental, and physical).

1.

- 2.

3. John and Sam were helping to build a garage when John cut his forearm with a saw.
- Explain what universal precautions Sam should take while treating John's wound.
 - Explain **three** techniques used to control bleeding.

3.

ACKNOWLEDGMENTS

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“Reading Moving Water” (pp. A-4–A-5) from *Camping Made Easy* by Michael Rutter. Copyright © 1997 by Michael Rutter. Text illustrations by Mary Ballachino. Published by The Globe Pequot Press, Old Saybrook, Conn.

Excerpt from *The House on Mango Street* (p. A-9) by Sandra Cisneros. Copyright © 1984 by Sandra Cisneros. Published by Vintage Books, a division of Random House, Inc.

“Chief Joseph of the Nez Percé Speaks” (p. A-12) from *Saga of Chief Joseph* by Helen Addison Howard. Copyright © 1978 by University of Nebraska. Published by Caxton Printers, Ltd.

“A Presidential Candidate” (pp. A-15–A-19) by Mark Twain, 1879.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

FILE B

**English Language Arts: Writing
Item Information and Scoring Guide Reference Sheet,
Writing Prompt and Learning Results,
Scoring Guide and Training Notes,
and Student Responses B-2**

Item Information and
Scoring Guide Reference Sheet..... B-3

Writing Prompt and
Learning Results B-4

MEA Writing Scoring Guide B-5

Training Notes for Writing Prompt B-6

Student Responses for
Topic Idea Development for
Score Points 6, 5, 4, 3, 2, and 1 B-8

Student Responses for
Standard English Conventions for
Score Points 4, 3, 2, and 1 B-18

Student Exemplar for
Topic Idea Development Score Point 6 and
Standard English Conventions Score Point 4..... B-23

English Language Arts: Writing Item Information and Scoring Guide Reference Sheet, Writing Prompt and Learning Results, Scoring Guide and Training Notes, and Student Responses

NOTE: Each student's total writing score is based on a response to the writing prompt **and** the reading/writing response item. (Refer to page C-63 for scoring information.)

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) writing prompt is scored. These pages contain the prompt accompanied by the following information.

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
 - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
 - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

Writing Prompt and Learning Results

Respond to one of the following quotes:

“Hitch your wagon to a star.” — Ralph Waldo Emerson

“I never let schooling interfere with my education.” — Mark Twain

Writing Prompt

Learning Results: F-1, G-1, G-2

Standard English Conventions

F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to

- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
 - no significant errors in the use of pronouns, nouns, and adjectival and adverbial forms.
 - coordinating and subordinating conjunctions.
 - no significant errors in the spelling of frequently used words and the correct use of commonly confused terms.
 - no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.
 - few significant errors in the spelling of commonly misspelled and rare words, the less common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.

Stylistic and Rhetorical Aspects of Writing and Speaking

G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to

- 1 write stories that effectively develop such elements as setting, major events, and problems and solutions.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.

Stylistic & Rhetorical Aspects of Writing Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none">• Little topic development and/or organization, few details• Possible evidence of voice• Simplistic language (wording and sentence structure)	<ul style="list-style-type: none">• Limited topic development, focus, and/or details• Evidence of voice• Limited variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Moderate topic development, focus, and details• Some voice• Some variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Well developed with control and relevant details• Consistent voice• Variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Fully developed with strong details• Sustained voice and/or tone with emerging style• Effective use of language	<ul style="list-style-type: none">• Topic and details richly developed• Distinctive voice, tone, and style• Rich use of language
Topic Development		Organization	Details		Language/Style
The overall effect of the essay		The degree to which the response is <ul style="list-style-type: none">• Focused• Clearly and logically ordered• Clarified by paragraphs	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none">• Errors seriously interfere with communication and/or• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Few or no errors in simplistic or limited text in first-draft writing	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Control of a variety of sentence structures, grammar and usage, and mechanics• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing		
Sentences		Grammar and Usage		Mechanics	
The degree to which the response includes sentences that are correct in structure		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Use of standard grammatical rules of English• Word usage and vocabulary		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Punctuation• Capitalization• Spelling	

Training Notes for Writing Prompt

Student Responses Scored for Topic Idea Development

Topic Idea Development Score Point 6 Paper – page B-8

In this piece, the writer crafts the topic through a careful development and organization of richly developed details. A distinctive tone is established, in large part, through the writer's ability to weave important aspects of his or her own cognitive growth into the essay. There is a quality of "showing" rather than "telling." Language is used skillfully to this end, and the overall effect of the piece is that of a personal voyage through realizations—through learning about life the writer gains inner knowledge.

Topic Idea Development Score Point 5 Paper – page B-10

This essay is fully developed with strong, supporting details. The writer's voice is evident in a conversational, almost personal tone. Ideas are logically organized, and details are well developed. The writer uses personal experience to support the topic, a device that adds much to the writing.

Topic Idea Development Score Point 4 Paper – page B-13

This piece is well developed. Carefully chosen details support topic development. The way in which the writer discusses the need for both schooling and life experience reveals a consistent quality of voice. Relevant details are developed to support "both sides," and ideas are developed in text that are organizationally controlled. There is good use of language, as seen in a variety of sentence structures and a conversational tone but, overall, language is not sophisticated.

Topic Idea Development Score Point 3 Paper – page B-14

Topic development is "moderate," but the basic premise, to set goals, is restated in ways that are mainly vague, too often cliché, and only slightly elaborated. The piece is focused, but ideas are not sufficiently developed to form more than a list. A lack of specific examples weakens the writing.

Topic Idea Development Score Point 2 Paper – page B-16

Topic development is "limited" in the sense that the writer repeats a basic theme over and over. Vague statements are made, and few details are developed to support a unified topic.

Topic Idea Development Score Point 1 Paper – page B-17

This response exhibits little topic development, and there are few details to support the topic. The writer has a basic understanding of the quote, and demonstrates this by stating his/her understanding twice in text that is sparse, at best.

Student Responses Scored for Standard English Conventions

Standard English Conventions Score Point 4 Paper – page B-18

Control of conventions is demonstrated in text that is complex and in which language is used effectively.

Standard English Conventions Score Point 3 Paper – page B-20

There are few errors relative to the complexity of the piece. Some awkwardness in sentence formation does not interfere with communication.

Standard English Conventions Score Point 2 Paper – page B-21

There are few errors in text that is limited in all compositional features.

Standard English Conventions Score Point 1 Paper- page B-22

Errors in spelling and an incomplete sentence in limited text interfere with communication.

Exemplar Student Response Paper – page B-23

Topic Idea Development Score Point 6

This essay is richly developed, and this level of topic development is achieved through a process of crafting details that are highly relevant and directly tied to the writer's view (or critique of) education. Sophisticated ideas are employed to draw the reader toward a particular point of view, e.g., "Perhaps the song met with such success because it got inside the psyche of the audience." The "dull purgatory of school," an effective metaphor used in the final paragraph, is poignant as well, and the reader is likely left "persuaded" by this well-crafted piece.

Standard English Conventions Score Point 4

Control of conventions is demonstrated in text that is complex and richly developed.

6

What can a person hope to gain from life? He or she could hope for a home, a family, financial security, and, of course, an education. As is generally believed, we are all born ignorant, and we must be taught by the system in order to become enlightened. Only when we are officially "educated" are we allowed to rise up into a higher level of society and become respected members of our community. One with no proper education is looked down on as "stupid" and "slow", and is generally shunned. When Mark Twain says, "I never let school interfere with my education", however, he is rejecting the educational system and all its preconceived beliefs in order to find what is most important in life.

At first, I went to school because I wanted to. I was young and excited about the world, and I wanted to learn. How soon it was, though, that I realized I could get so much more from a library than I could from any teacher. While we counted beans in fourth grade, I read a book I had secretly hidden under my desk. While we learned the major exports of China in sixth grade, I sat and dreamed of foreign lands across mighty oceans. Why did I need to know the major exports of China? They did not help me know what China looked like, smelled like, felt like. And why did I have to color in the maps of Europe, each country with its own special color, or I would have my grade lowered? Britain is not yellow, it is blue and green with hills and fences and lapping waves! But this, like so many other things I really wanted to know, I would never learn in school.

After the first years, I began to discover other flaws in my "education". I was being taught not just facts and information, but also ways in which I was supposed to think. I was the square peg being forced into a circular hole. My teachers wanted me

to think not for myself, but only with accordance to their guidelines. And, crime of all crimes, I was being taught how to write! Writing, by definition, is original work, a form of expression. And my teachers were telling me how I should go about doing it! Over the years, I learned what form my thoughts should take, and in what order I was to place them on the paper. If this was to go on, I realized, no ground would be broken, and eventually I would write just like any other "educated" person. Something had to be done. I had to begin my education again, under my supervision only and with no limitations whatsoever.

I began to read: Poe, Whitman, Bradbury, Salinger. Not stopping there, I read books on wilderness survival, books on climbing Everest, books on extraterrestrial life. Along with these new discoveries came the realization that I did not care about my grades in school. They were a measure of what my teachers and my government wanted me to learn, not what I wanted to learn. I believed then, and still do, that I chose the better path.

And now the focus comes back to Twain and his quote. The story of my education, as it was just recounted, is what I believe Twain's story to be as well. Twain is trying to say that the really important knowledge comes ~~from~~ not from school, but from the living and enjoying of life, what is knowledge but the memory of experience, either first-hand or read from a book? Every person needs to find the knowledge most important to him or her.

What would have happened if Einstein had been an "A" student? Or if Bradbury had gone to college instead of becoming a writer at age twenty? Surely the world would not be what it is today. The most important contributions ~~are~~ to Mankind come not from government-educated people, but

from those who have derived their education from other sources, such as Twain. If one ~~wish~~ to lead a gray, common life, one can go to school, but if one wants to really make a difference, one can learn from life and his own free will.

"Hitch Your Wagon to a Star."

5

This quote from Emerson, one of America's best known transcendental authors, is about setting high goals for yourself. The "wagon" is symbolic of your dreams, — your aspirations — your life.

Setting your goals high makes great things attainable. Dreams are a compass for life; without them, you can become lost, and go nowhere. One well known quote says, "If you don't know where you're going, how will you know when you get there?" ... Goals are vital for success.

I have many dreams about my life after high school, as I approach adulthood. One of my dreams is to attend a college where I will meet interesting and intelligent people, and learn a lot. High school is often very frustrating for me, because it seems like my time is being wasted here. In my freshman year, I got more than one failing grade on my report cards — but I got good grades on almost all the tests. I knew the information well. The problem was that I had no challenge — no star to strive for, and I became disinterested in doing "busy work." My grades suffered, as a result.

One of the things I have learned about myself is that I need a lot of motivation to do things. My drivers license has become a motivator for me to get good grades. This goal helps me get through the difficulties of school work.

College is my other-motivation. I am well aware - ~~and~~ my parents remind me almost every day - that I need good grades now to have any chance of being accepted by the college of my choice in the future. I don't want college to be like high school, I am worried that a lesser-quality college would be. Therefore I am trying my hardest to reach my college goal.

Also important to me is my intense desire to go to California. People smile when I tell them about it - they say it is every teenager's dream to go to CA, and it's overrated... but I am determined to go. I know that I will!

One of the aspects of California that I find appealing is the weather. I have Seasonal Affective Disorder, a condition where the winter's lack of sunlight causes depression. A warm, sunny climate would be the best medicine for me!

All my life, I have been a creative person. In the past few years, I've become interested in sewing clothes. I make - or modify - a lot of my own on my mother's old Singer sewing machine. It is so much fun for me!

I have aspirations to become a clothing designer, like Betsey Johnson or Helmut Lang (two of my favorites). These people have become

giants in the fashion industry,' influencing what thousands of people wear every day.

To have become so successful in such a competitive occupation, they had to have huge dreams and fight to achieve them. Had Betsey Johnson been content to open a small clothing store, or just make clothes on occasion for fun, her designs wouldn't be all over top fashion magazines, on the runways of major fashion capitals, and in successful stores. She dreamed big, and scored big. I hope to do the same.

Emerson was right on target when he said "Hitch your wagon to a star." If you want to go somewhere in life, if you want to achieve great things, you must set your goals high. You can never know how far you can go unless you try. Dreams are perhaps the most valuable things you can have in life.

Whether you interpret the statement as a metaphor, or take it as a literal statement, the quote "I never let schooling interfere with my education" has the ring of truth. When read in a more open metaphorical sense, the phrase is saying that, book learning isn't always the most important learning. I believe the concept Mr. Twain was trying to convey, was that a book isn't where you get your education.

Now I suppose the term book is not really what I am trying to say. What I am saying, is that the education of living life and interacting with your fellow man (or woman), is equally as important as your school education. Knowing that William the conqueror invaded England in 1066, most likely won't help you get a job. But let's not belittle or minimize the importance of our education at school.

Yet, I must contend that knowing not to pick up a porcupine, is just as if not more so important than knowing the square root of 182. Everything has its place. So I suppose that both educations we receive are important, each in their own turn, and without one it renders the other much less useful. It would be like having one eye, you see perfectly well from your right yet not the left.

Most people though, often concentrate on just one. Whichever they find most appealing. If they used some of what they learned they would find that both educations are very important. You have to be able to interact with society to survive in it, yet if you have no schooling you wouldn't have much to say. So then you would just be like a useless ragdoll just doing nothing.

It isn't just the learning that helps you react well with people, at least in most cases it helps. But it is also important to have an intuition, and schooling helps stimulate your intuition. It gives you a base sense for life and human nature.

Thus I conclude that as well as the quote being true, its converse is also true and should be heeded just as well. That "I never let my education interfere with my schooling", both statements are true in the sense of yin to yang. Without one the other is useless, you must have both in balance to succeed. It is just a matter of knowing when is the time for which. Sic Proba.

The statement "Hitch your wagon to a star" 3 quoted by Emerson, is another way of saying set a goal and accomplish it. When an individual sets a goal they make a path in their head that they need to follow to reach that goal. Setting and reaching goals builds self-esteem and confidence in a person. It confirms to them that anything is possible if the will power is there. If you don't set goals then you will have nothing to work for.

The statement at the top of the page also reminds me to push myself to the limits. Don't do only what you know you can do but challenge yourself to do more or to do something you have never done before. If you know you can run 5 miles

challenge yourself to run 10 miles. Be all you can be and also be proud of who you are. Don't try to be someone else. Take the path less traveled and set an example for others to follow.

The statement by Emerson also means to fulfill your dreams. If you want something bad enough, you can have it. Don't let others, whom think they know better, stop you! And when all else fails, try again.

I think that this statement is well said. Emerson knew what he was talking about when he made that statement. He and I know that when people reach their goals they become more confident and they set higher goals - for themselves. By doing so, they become more successful.

"Hitch your wagon to a star" should be applied to everyone. Everyone should set a goal and try to accomplish it. I have, and I know it feels real good inside when you do reach that goal.

'Hitch It Up'

2

The American dream can only be described by a single individual. If you asked a group of people what their American dream is, you would get a handful of different ideas. I guess what I'm trying to say is that each individual has his/her own American dream. Whether they reach it is up to them.

Emerson sets a perfect example of how to reach the American dream by the quote, "Hitch your wagon to a star." He's saying that you have to go all out, hold nothing back and do your best because it's your dream and you're the only one who can achieve it. It doesn't matter if your dream is as far away as the sun or bigger than the moon. If you strive and dedicate your life to reaching your dream, then it will come true.

It doesn't matter how great or smart you are. It has to be in your heart and in your soul. You have to have the pride and the inner strength to reach the sun and to walk on the moon to find your star. When you have reached and hitched up to that star, then you have reached your American dream.

Mark Twain once said "I never let schooling interfere with my education." This quote can be interpreted in so many ways. My interpretation is as follows: I think what he means by this is that he educated himself in everyday life and all school did was interfere with the time that he was trying to learn. Another way that this particular quote can be interpreted is: He could have meant that you can still have a good education without schooling interfering in it. Those are the ways I have interpreted his quote and even though I have never heard this quote before and don't know the background behind it I feel it is a fine quote.

In the U.S., all children are required to attend school, where they are taught history, math, science, etc. by different teachers who have different opinions and biases. As they teach, these biases and opinions show through in the way they speak of certain topics or people, or even by their exclusion of some people or topics. The students are influenced by their teachers' opinions and often assume that they are getting the whole story, so their teacher is obviously right. Mark Twain once said, "I never let schooling interfere with my education." One cannot simply go on what one is told, what one is taught in school. One must seek information on one's own, learn things not taught in school. One must never be satisfied with the information given to them.

Many times, people who do not like someone or something else, a historic battle, a specific race of people, or some theory or another, will either twist the truth around to fit their tastes, or simply refuse to acknowledge its existence. These people will then relay their new "facts" to other people, often impressionable children, who will usually accept this information as truth and maybe even adopt the informant's point of view. This could cause a person to be biased or racist for no real reason or influence them in such a way that could be detrimental to both society and to themselves. However, if people took the time to seek all of the facts before making their decision to support some cause or hate someone for their ethnicity, then much of the hatred and ignorance in the world could be avoided. One should not rely on one or two people for information. Seek other sources and determine what the truth really is for yourself.

It is also important for a person to try different things, to meet different people. Most children go to school, sit at a desk, and are taught certain things by a teacher who most likely has some bias that is sometimes passed to the students. The students

has some bias that is sometimes passed to the students. The students then carry those biases with them into adulthood, never bothering to discover if they really shared that opinion or not. That is what Twain meant by letting schooling interfere with one's education. Instead, one should try to meet and talk to people one would not usually talk to, try new foods, learn about a new culture, simply learn what you can about something by trying it instead of being told. One can then decide if one likes these different ethnic groups, cultures, jobs, or anything else. One cannot truly learn about something by listening to someone talk about it; instead, one must try it, and this is what Mark Twain meant.

People are taught different things by different people with different ideas about the topics. Many people just accept the information they are told, instead of going out and learning about it themselves. Go out and discover information first hand. Mark Twain said that he "never let schooling interfere with [his] education," and other people shouldn't either.

Education is a necessity in everyone's lives. In going to school you start out with the basics, and from there you learn history among facts and knowledge. Sometimes I wonder how much you actually learn about life during school. Can you really survive on the facts that are thrown at you from eight a.m. until two p.m.? Not according to Mark Twain's quote, "I never let schooling interfere with my education." There are too many other ways to learn about life that exist outside of a schooling environment.

In day to day life you learn people skills by going out into public and learning to involve yourself. By doing things on your own you learn what you're really interested in and how to get involved in those areas of life. You learn these things, because you have to do it on your own as opposed to doing the same activities as everyone in your class that the school has chosen for you. Most of these tend to be uninteresting and somewhat repetitive.

To get by in life you need to know how to get a job, handle your money, understand concepts like insurance, rent, and down payments. These things are not taught to you in your average classroom. School teaches

you how to read these agreements and count your money, but lacks the areas of actually getting you through life by understanding and managing them.

I believe that Mark Twain had a good strong point in this quote, and that schools should reflect on it a bit more. Knowledge gained outside of school seems to be full of life and excitement and it is more likely to stick in your brain for a while. You need this knowledge everyday of your life, while school is required of you everyday of your life.

"Hitch your wagon to a star." Don't let anything interfere with your future, your wagon is the ricle to your life ahead of you. In different situations it can be a long, or a short ride. It all depends on how hard you try, and how hard you push your self.

2

By hitching your wagon to that star, it gives you the twinkle, that you need to succeed. The starlight will shine on that wagon, untill you reach your once thought "impossible destination," that you rember so vaguely. Thinking of your wildest dreams throughout your childhood of the famous line, "what you want to be when you grow up." It all comes too soon,

but yet doesn't seem like it was much long ago.

I'm a Junior in High School, and I, myself now and for a little while to come will still be riding the wagon that every one we know has once rode. I'm not completely there yet, but no matter how hard I have to try, I know I'll never give up because there will always be a Star shining my way.

1
"Hitch your wagon to a star" To me this means go out there and try your best do what you want to do and you'll be successful. Most of all enjoy what you do, and happiness will soon follow.

In 1979 the art-rock group Pink Floyd scored a huge 6 4 international hit with a very unusual song called "Another Brick in the Wall (Part 2)." The song featured a choir of English school children virtually shouting "We don't need no education, we don't need no thought control!" Perhaps the song met with such success because it got inside the psyche of the audience. Many adults have very negative memories of their educational experience and would prefer to forget all about it, while active students invariably question the importance of the curriculum offered to them. Whether or not people need education, a great number of them would like to go without it.

However, these folks are forgetting a crucial detail: there is a major difference between "education" and "school." Mark Twain put it this way: "I never let schooling interfere with my education." Sorry, Pink Floyd, but there's no question a good education is essential. The real debate lies over whether or not schooling is the best vehicle for providing this education.

When a person goes to school, he or she is given strict parameters on how and what to learn. Textbooks can withhold potentially damaging information - not to protect the student, but to protect some other entity (often the federal government). Does that qualify as an education - to know only what someone else wants you to know? Often, people don't start to become educated until they leave school and begin to accumulate knowledge on their own.

Unfortunately, for some, school is such a bad experience that they are put off any type of learning. This what Twain meant when he said that he didn't let schooling interfere with

his education. All too often people allow the negative associations that school can bring to deter them from the wonderful world of learning.

The reason that school is so flawed is that it is run by teachers who, as human beings, are flawed themselves. When a teacher goes wrong he or she can force the students into an endless pattern of simply trying to meet established guidelines. At that point, pupils are no longer being enriched by knowledge, but have become like cogs in a machine.

All those who have attended school, either currently or as a youth, are susceptible to the lie that learning can never be more interesting than the dull purgatory of school. It is up to them to venture beyond the school yard and start to become educated, for a mind is a terrible thing to waste

FILE C

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**English Language Arts: Reading
Item Information and Scoring Guide
Reference Sheet and Quantities
of Items by Type**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2001–2002

English Language Arts Grade 11

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

Selection	MC	SA	CR
“Reading Moving Water”	8	1	2
“The House on Mango Street”	4	1	1
“Chief Joseph of the Nez Percé Speaks”	4	1	1
“A Presidential Candidate”	8	1	1*

*Reading/writing response item

**Reading Selections and Items with Keys,
Learning Results, Scoring Guides,
Training Notes, and Student Responses**

Reading Moving Water

Moving water can be divided into four groups: pools, runs, riffles, and flats. It's important to know how each of these function and how to fish them.

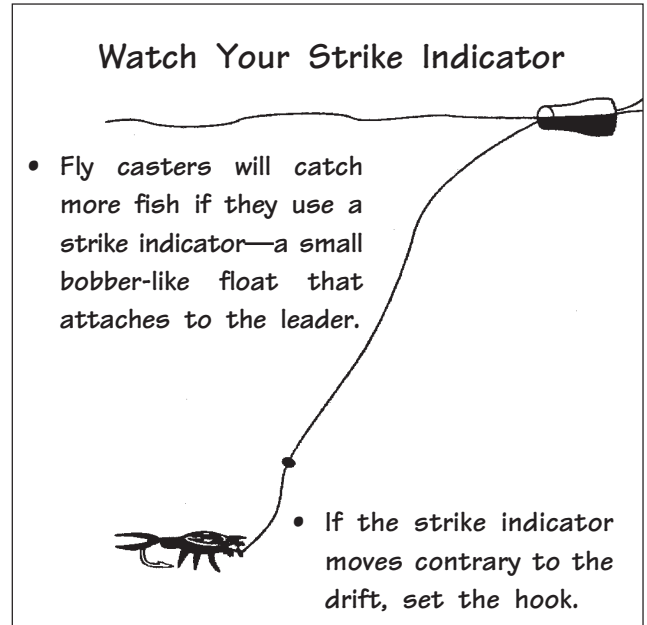
Pools. A pool is a slow deep hole that generally holds the biggest fish. Fish can easily feed at the head or the tail of the pool and can lie dormant in the middle water where it's safe. Pools are ideal lies because they meet so many of the fish's needs. It's no surprise that the largest fish, fish which have played king of the hill, have claimed this water.

Tips: Watch your shadow and don't spook the fish. If you do spook them, they will swim upstream and, in turn, spook others. Pool water is usually smooth, so fish can see you.

Wading is by far the best way to fish. Stand well below the tail of the pool and cast your fly, lure, or bait carefully. Many good fish hold on the tail. After you've worked the water, move up a few feet. Pick out sections of the pool and cast, working each section of water carefully. Don't fish the head of the pool until you've carefully worked the tail and the middle.

If you are fishing a wet fly, put on enough weight to get your pattern to the bottom. If you are working a lure, start on the top, then count it down, working at various depths until you find the depth with the most fish. If a fish isn't taking a lure or a fly off the top water, you probably need to get it down closer to the bottom.

Runs: The top of a run is generally smooth with occasional swirls, because the bottom is often broken up by rocks and other structure. From the surface the water looks flat, but the bottom offers plenty of hiding places even though the water isn't deep. A run will

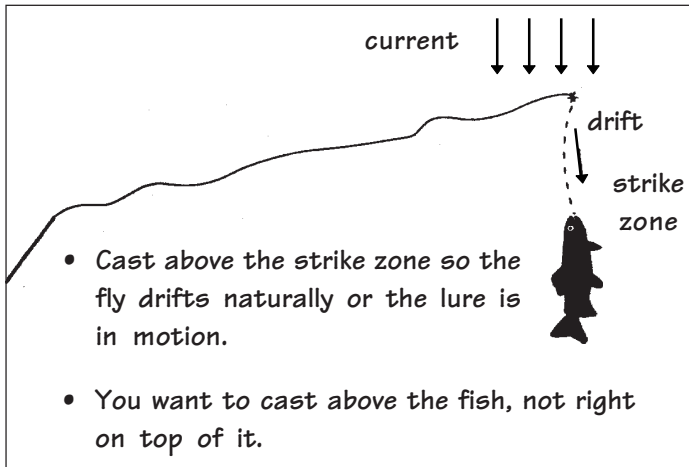


meet many of the fish's needs. The structure breaks up the current, and there's a place to hide while resting or feeding. The water also has plenty of oxygen.

Tips: Because the water is more broken up, you can usually get a little closer to where the fish are holding. The water won't be as deep as a pool, and the fish will probably be a little more active. The trick is to drag your fly or lure across [a] likely pocket, to tempt a response. Continue to work the pocket until you are sure you've exhausted it. Then try the next likely spot.

If this isn't working, try shotgunning. This is really effective when you know there is structure, but there's so much it's tough to isolate or, when you simply can't identify the best water. Start working the water systematically, moving upstream to quickly cover all sections. When you see fish activity, or get strikes, slow down and work that area.

A spinner works well because the water is deeper, so you won't get hung up as easily. A fly caster will appreciate this water during a hatch, but can successfully use a nymph here, too. A baitcaster will do well on the surface or by weighting the offering—especially a worm—and bumping the bottom.



Riffle: A riffle is an endless food dole. The water is 1 to 3 feet deep; the top is broken and choppy. There is a lot of aquatic life. Feeding fish can often be found in the riffles. Surprisingly a lot of anglers overlook this part of the stream. Fishing here can be quite exciting.

10 Fish have to react quickly because the water is moving fast. A fly caster in this water gets a lot of fast action. While the water isn't deep, the broken surface gives fish a sense of confidence so they aren't skittish. Fish come to the surface quickly and have a very splashy rise because they must act so quickly.

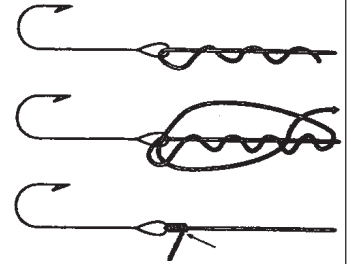
Tip: This is wonderful water for fly fishing. I love casting a terrestrial on riffles. This water can be a little tougher on spin casters because it's often shallow. A spinner will do well, though, and I've caught some mighty cutthroat trout this way, but I've

hung up badly, too. This water is great for a natural-bait angler because fish are aggressive and willing to take a tasty mouthful.

Flat: A flat is shallow smooth water. There is little protection for the fish, so when they come into the flats to feed they will be very uneasy. Fish come into a flat and feed heavily during a hatch. The angler who fishes here has to be very careful not to startle the prey.

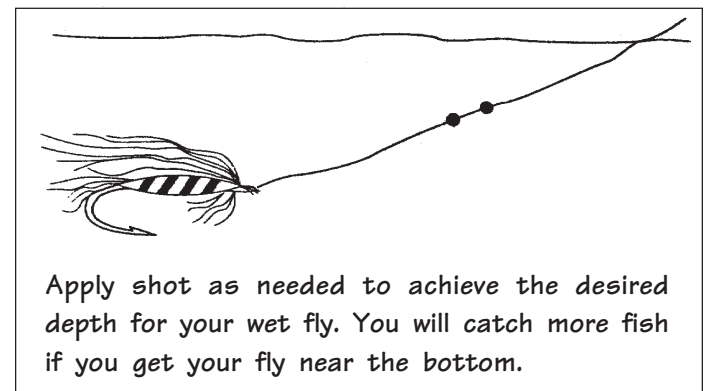
A Double Clinch Knot

- Many fish are lost because of poorly tied knots.
- A double clinch will help you bank more fish.



Even the wakes from wading, let alone you or your shadow, will send fish to the far reaches of the pool.

Tip: I'd fish this a lot like a pool, work up, fishing the likely water carefully. Wading is the best way to fish such water because you get a better presentation. Be very careful not to spook the fish.



1. The information in this selection would be **most** useful to
 - A. fishing experts.
 - B. people who fish recreationally.
 - C. marine biologists.
 - D. ecologists interested in fish habitats.

MC#: 1

Key: B

Learning Results: A-3

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 identify the author's purpose and analyze the effects of that purpose on the text.

2. Which statement from the selection is **not** the author's personal opinion?
- A. "Wading is by far the best way to fish."
 - B. "If this isn't working, try shotgunning."
 - C. "A fly caster in this water gets a lot of fast action."
 - D. "A flat is shallow smooth water."

MC#: 2

Key: D

Learning Results: D-2

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 2 distinguish between apparent fact and opinion in nonfiction texts.

3. Fly casting, bait casting, and spin casting are all types of
- A. fishing rods.
 - B. fishing jobs.
 - C. fishing methods.
 - D. fishhooks.

MC#: 3

Key: C

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

4. What is the correct definition of the word “angler” as used in paragraph 10?
- A. someone who fishes
 - B. several schools of fish
 - C. someone who sells bait
 - D. a scavenger shellfish

MC#: 4

Key: A

Learning Results: C-1

Language and Images

C Students will demonstrate an understanding of how words and images communicate. Students will be able to

1 demonstrate an understanding of the relationship among perception, thought, and language.

5. What characteristic do pools, runs, and flats have in common?
- A. They have very deep water.
 - B. They have some smooth water.
 - C. They have fast-moving water.
 - D. They provide good hiding places for fish.

MC#: 5

Key: B

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

6. Which information can be found **only** in an illustration?
- A. how to cast effectively
 - B. where to drag a lure
 - C. an identification of a hook
 - D. an example of a proper knot

MC#: 6

Key: D

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

7. According to this selection, why is it important to know how to read water?
- A. It is required to obtain a fishing license.
 - B. It is necessary for safety reasons.
 - C. It can help people become better readers.
 - D. It can be helpful in finding fish.

MC#: 7

Key: D

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

8. What is the main purpose of this selection?
- A. to provide helpful information about fishing
 - B. to persuade more people to fish as a hobby
 - C. to relate interesting events from the author's past
 - D. to explain the proper way to bait a fishhook

MC#: 8

Key: A

Learning Results: A-3

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 identify the author's purpose and analyze the effects of that purpose on the text.

9. What are two techniques the author uses to help the reader understand the information in this selection?

SA#: 9

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

READING MOVING WATER
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response provides two techniques included in this selection that help the reader understand the information.
1	Response provides one technique included in this selection that helps the reader understand the information.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #9

Some techniques: The sections are titled; tips are provided; illustrations are given.

9. The author provides a "Tips" section for each of the four types of water he described. He provided illustrations as well. 2

9. The author uses definitions so that the reader clearly understands the four types of moving water, and he/she also uses diagrams to clear up any garbled information. 2

9. He broke all the information up into steps. 1

9. Two techniques are knowing the types of water and reading them and knowing how to fish them. 1

10. Explain the differences between fishing in a pool and fishing in a riffle. Include information on how fish act in each place and how each place should be fished. Use specific information from the selection in your answer.

CR#: 10

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

READING MOVING WATER
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides a thorough explanation of the differences between fishing in a pool and fishing in a riffle. The explanation includes information on how fish act and how each place should be fished. Specific, relevant information from the selection is included in the answer. (See page C-19.)
3	Response provides an explanation of the differences between fishing in a pool and fishing in a riffle. The explanation includes relevant information from the selection on how fish act and how each place should be fished but lacks some development or specificity.
2	Response provides a partial explanation of the differences between fishing in a pool and fishing in a riffle. Limited, incomplete, or partially correct information from the selection is included in the answer (e.g., explanation of how fish act in a pool and a riffle but not how each place should be fished, or explanation of one place and how it should be fished).
1	Response gives a minimal statement about fishing in a pool and fishing in a riffle.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #10

Differences between fishing in a pool and fishing in a riffle

Pool

Fish lie dormant in the deep middle of the pool, where they are safe. They are easily spooked, so the angler should move slowly and methodically. The fish can see the shadows of anglers. It is important to get the fly deep in the water to where the fish are. Wading is best. Fish the head of the pool last.

Riffle

The fish are closer to the surface and are moving quickly in this type of water. Feeding fish are present and are aggressive; they will react to the bait. Anglers don't have to be careful about spooking fish in this water and don't have to move methodically from place to place; instead they should be prepared for quicker action. Anglers don't have to worry about casting a shadow.

10. While fishing in a pool, wading would be the best method. Start out working the tail of the pool and work up carefully to the middle, making sure to cover each section. After fully covering the tail and middle proceed to the head. Since the water is usually smooth, be careful not to spook the fish because they can see you. They then will scare other fish off if they are startled. Most of the fish stay in the middle of the pool where it is safe for them, except if they are feeding which takes place at the head or the tail. 4

Fishing in a riffle is very different from fishing in a pool. The water is fast moving and often fly fishing would be the best method. The shallow water may make it harder to use a spin caster but a spinner will do well. The fish move quickly through the water and splash up through the surface. These fish are likely to take a mouthful of the bait.

10. Fishing in a pool, you could get the biggest fish around. The fish can feed at the head or the tail of the pool. The fish can lie dormant in the middle water where it is safe. To fish here, you should make sure you watch your shadow. Because that can scare fish away. Wading, though, is the best way to fish. You should stand at the tail, and cast carefully. A Riffle is different. The water is not as deep as a pool. Plus, it's also broken and choppy at the top. Fishing here, fish have to react quickly to your bait. They don't act so skittish in here. The Riffle is good for fly fishing. The water is a little tough, but overall, it's a good place to fish. But many anglers overlook this.

10. Both are good, but for different reasons. A pool is deeper and smoother, in turn, the fish are bigger but harder to find and catch. You have to start at the tail of the pool and work your way in so as not to spook the fish. Then you must work each depth separately. It is better to wade in these situations.

Riffles are 1-3 ft. deep. Fishing can be a lot more exciting because of more aquatic life combined with a smaller area. Fly fishing works well because fish come to the top quickly in riffles.

10.

3

Fishing in a pool and fishing in a riffle are two very different things. With pools, many good, big fish go into its smooth surfaced waters. They eat at the tail or head of the pool and go to the middle of the waters for safety. A good fisherman should wade into these waters carefully, standing well below the tail. After casting the fly and finishing the fisher must go up a few feet and do it again. The man/woman must cautiously do this until they have worked all of the tail and middle.

In riffles, however, the water is only 1-3 feet deep, with choppy surface. There are many fish feeding here; they feel safe do to the choppy water. A fisher must see a fly and react to the fast-acting fish. These are very different areas for fishing.

10.

2

Fishing in a pool and fishing in a riffle are very different. For example when fishing a pool, you need to be careful that your shadow doesn't scare the fish. Fishing in a riffle, you need to worry about getting hung up. Fish are also not as scared as they are in a pool.

10.

2

A pool is a slow moving deep hole that generally hold the biggest fish and a riffle is an endless food dote, shallow and the top is broken and choppy. The biggest difference between a pool and a riffle is that the pool is slow moving and the riffle is fast moving water. Fish use the riffle as a feeding area where fish use a pool as a place to lie dormant where it is safe. A pool is more than likely going to be deep. A riffle on the other hand is going to be may be 1 to 3 feet deep. A pool and a riffle are good places to fish. There is good feed in both places.

10.

1

When you fish in a pool you want to fish toward the center in a riffle you fish toward the side of a river.

10.

1

Fishing in a pool theres alot of big fish and they have more food. Fishing in a riffle they also have alot of food but the water isn't as deep its only 1 to 3 feet.

11. Explain how the title “Reading Moving Water” applies to fishing in **each** of the four types of moving water mentioned in this selection. Use specific information from the selection to support your answer.

CR#: 11

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

READING MOVING WATER
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides a complete explanation of how the title “Reading Moving Water” applies to fishing in each of the four types of moving water mentioned in this selection. (See page C-25.) Specific information from the selection regarding all four types of water is included in the explanation.
3	Response provides an explanation of how the title applies to fishing in each of the four types of moving water mentioned in this selection. Explanation is lacking in specificity and/or development (may include only three types of water).
2	Response provides a limited explanation of how the title applies to fishing in each of the four types of moving water, supported by incomplete or partially correct information from the selection. OR Response explains how title applies to fishing in two of the four types of water, with relevant information from the selection.
1	Response makes a brief statement about the title and how it applies to fishing. OR Response explains fishing in only one type of water.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #11

How title applies to fishing in four types of water:

Pools – Water is usually smooth, so fish can see you; watch your shadow so they are not spooked. Understand that fish lie dormant in middle of pond where it is safe; fish the tails and middle before the head.

Runs – Water is smooth with occasional swirls; rocks on bottom provide many hiding places for fish, but the water isn't deep and the fish are more active, so you can get closer to where the fish are.

Riffles – Water is choppy and shallow. Feeding fish are here so they are more likely to try the bait; they are moving faster, etc.

Flats – Water is shallow and smooth, so fish can easily see you and be scared away, since there is little protection for them.

Student Responses for Constructed-Response #11 for Score Points 4, 3, 2, and 1

11. The title "Reading Moving Water" applies to each of the four types of moving water mentioned because each section describes how to fish the best when you are in... either a pool, a run, a riffle, or a flat. A pool is slow and deep and big fish swim there. It's important to read the water in a pool so you don't spook all the fish away. A run is smooth with a broken up bottom. In a run you can get closer to where the fish are holding. When fishing in a riffle you need to "read moving water" because the top is "broken" and "choppy" so it is fast paced and you have to be quick. A flat is shallow. "There is little protection for the fish" but you have to be very careful not to spook prey.

4

11.

Reading moving water.

4

Pools- The title applies to fishing in pools because the water moves slow and it is calm, so as a fisher, one must be very quiet and careful to not scare the fish.

Runs- The title applies to fishing in runs because the water is smooth with occasional swirls. This tells a fisherman that he can get closer to fish than in a pool, and drag his lure across the water.

Riffle- Very shallow choppy water, applies to the title. This means fish have to react quickly due to fast moving water.

Flat- Shallow, smooth water, This is good for fisherman because the fish are usually ready to eat.

11.

3

In different types of moving water, reading the water will often make for better fishing. In a pool, seeing that the water is smooth will warn you not to spook the fish. Knowing that a run has a rocky bottom will help you know to drag your lure across the bottom. If you were a natural bait angler, it would help to know that the fish are fast and aggressive instead of skittish because of the choppy water. In a Flat, knowing that the shallowness makes fish uneasy may keep you from scaring them.

11.

3

"Reading Moving Water" applies to fishing in each of the four types of moving water because it helps tell where the fish might be. Like in a pool. The fish may be in the tail of the pool or in deep where it is safer. Some fish may be in a run because it gives a good place to hide and has a lot of oxygen. It also tells how in riffles fish eat there so it's a good place to fly fish. Flats are hard to fish in because the fish are very uneasy and the water is shallow so they get startled easily.

11.

2

The title "Reading Moving Water" applies to fishing in each of the four types mentioned in this selection because the author tells you how to read different water. The author tells you that a pool is a slow, runs at the top are generally smooth with occasional spirals, because of the bottom being broken up by rocks, a riffle's top is broken and choppy and a flat is smooth shallow water. All of those are moving water and the author tells you how to read them.

11. The title Reading Moving Water is applied to the four groups of water very consistently. In the group "Pools" the author explains what a pool is and where the fish are. The author also tells the reader to watch their shadow and where to wade. In the group "Runs" the author again states what a run is and where fish lie. The author supplies tips in how to find the fish. 2

The author continues the methods of explaining the type of water, where the fish are and how to find them with each group.

11. The title "Reading Moving Water" applies to fishing in each of the four types of moving water because the whole purpose of the piece was to improve the reader's fishing game by teaching how to read the water, to be able to catch fish. 1

11. The information is about finding fish in different water terrains. 1

The House on Mango Street

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny, and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house

Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

Once when we were living on Loomis, a nun from my school passed by and saw me playing out front. The laundromat downstairs had been boarded up because it had been robbed two days before and the owner had painted on the wood YES WE'RE OPEN so as not to lose business.

Where do you live? she asked.

There, I said pointing up to the third floor.

You live *there*?

There. I had to look to where she pointed—the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn't fall out. You live *there*? The way she said it made me feel like nothing. *There.* I lived *there*. I nodded.

I knew then I had to have a house. A real house. One I could point to. But this isn't it. The house on Mango Street isn't it. For the time being, Mama says. Temporary, says Papa. But I know how those things go.

12. The phrase “windows so small you’d think they were holding their breath” contains an example of
- A. a simile.
 - B. an allegory.
 - C. personification.
 - D. alliteration.

MC#: 12

Key: C

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 demonstrate an understanding of the relationship among perception, thought, and language.

13. The narrator of this chapter is
- A. missing apartment life.
 - B. wise beyond her years.
 - C. eager to please the nun.
 - D. ashamed of her family.

MC#: 13

Key: B

Learning Results: B-2

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 2 identify the simple and complex actions and interactions involving main and subordinate characters in a work.

14. Emphasis is placed on the word **there** in the question “You live *there*?” to imply that the
- A. apartment was in a desirable location.
 - B. nun did not understand where the narrator lived.
 - C. narrator was pointing to the laundromat.
 - D. nun was shocked by the apartment building’s appearance.

MC#: 14

Key: D

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 demonstrate an understanding of the relationship among perception, thought, and language.

15. What is the main reason the narrator says, “I knew then I had to have a house”?
- A. She felt it would be more respectable to live in a house.
 - B. She wanted to live in a house with more room for her family.
 - C. The house on Mango Street was crumbling and dangerous.
 - D. The apartment her family lived in was in a dangerous neighborhood.

MC#: 15

Key: A

Learning Results: B-2

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 2 identify the simple and complex actions and interactions involving main and subordinate characters in a work.

16. Explain why the narrator doesn't like the house on Mango Street.

SA#: 16

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

THE HOUSE ON MANGO STREET
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response provides an in-depth explanation of why the narrator doesn't like the house on Mango Street.
1	Response states that the narrator doesn't like the house because of physical shortcomings (toilet, staircase, etc.).
0	Response is incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #16

2-point response: The explanation includes the concept that because the narrator dislikes the house it represents the failure of their dreams as a family to own a suitable house. (This may be phrased in various ways.)

16. It is not what she expected. They dreamed of a fabulous house, and Mango street was a let down. 2

16. The narrator doesn't like the house on Mango Street because it is not at all like the house she had dreamed of. She wished for a house with running water, real stairs, and 3 washrooms. 2

16. It's small, only one wash room, no big yard and small windows 1

16. She doesn't like the house on Mango Street, because it's too small and they all have to share a room. 1

17. Explain what the narrator means when she says at the end of the chapter, “But I know how those things go.” Use information from the chapter to support your answer.

CR#: 17

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

THE HOUSE ON MANGO STREET
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides an in-depth explanation of what the narrator means when she says, “But I know how those things go.” The explanation shows insightful understanding of the phrase and the implications of her parents’ statement that they will have another house and includes relevant supportive information from the chapter. (See next page.)
3	Response provides an explanation of what the narrator means by the phrase. The explanation demonstrates that the narrator understands they may not move to another house. The explanation includes relevant supportive information from the chapter but lacks insight, specificity or development. (See next page.)
2	Response provides a limited or partially correct explanation of the narrator’s statement but there may not be a link to the house. Incomplete or partially correct information from the chapter is provided as support.
1	Response gives a minimal statement about narrator’s statement with no explanation or no awareness of the situation of her family.
0	Response is incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #17

Score point 4

Insightful understanding: The narrator has experience with empty promises and false hopes. She understands not only that they probably will not live in a better place anytime soon, but also that her parents say they will as a way of not giving up hope and/or not giving in to despair. Relevant support for this understanding **may** include the information about her father buying lottery tickets and her mother's bedtime stories.

Score point 3

Narrator understands they won't live in a better place because they don't have the money to do so. Response may not show an awareness of the unfilled hopes and dreams but rather may be based on the lack of money and previous disappointments. Appropriate information from the story **may** include details about the previous places the family lived.

Score point 2

Narrator knows how things go in life. She expects to be disappointed again.

Student Responses for Constructed-Response #17 for Score Points 4, 3, 2, and 1

17. 4 When the narrator says, "But I know how those things go," I think she is talking about her parents' empty promises. I believe she has felt this way for a while and feels that things won't get much better. When her father spoke of their dream house while holding a lottery ticket, or when her mother dreamed of the ideal house, the narrator knew these were unrealistic dreams. She knows that their "new" house is not temporary because that's how things go in her family. Her parents try and comfort her with dreams but she knows the reality is things don't change much.

17. She knows that when her parents say that the house is a temporary home that they are just saying that to comfort their children. The truth is, is that they probably won't ever have a better house, and certainly not a white house with three washrooms and real stairs, as they had dreamed about. The narrator is so used to disappointment that she knows no differently and the promises made by her parents can no longer give her hope. She wants a house that she can feel proud of and safe in and maybe doesn't understand her parents' financial situation. It seems as though the repeated disappointment of her life has affected her, but she still doesn't feel sorry for herself. She knows how things are and that they may not get much better, and even still, she'll try to make the best of it. 4

17. The narrator of the story and her family are used to moving around a lot. The family doesn't make very much income, and so every living space they buy is always tight and a little hazardous at times. The father had dreams about buying a nice big house if he ever won the lottery some day. The mother had dreams about living in a beautiful white house with a big yard after reading about them in the bed time story books. The narrator "knows how those things go" because everytime they get stuck with a cheap living space. 3

17. What the narrator means is that even though 3 his parents said living there was temporary, it really won't be. The narrators family will live there for a long time. Their family is poor and cannot afford anything better. They moved from Loomis to Keeler to Paulina because the conditions were so bad for what they could afford. Papa was talking about only moving when they won the lottery. Mama dreamt stories of the house and made up stories. This implies that a great future house is only and always will be a dream.

17. 2 Her parents said they would move eventually, and Mango Street is just "for the time being," or "temporary." But she knows, despite her parents reassuring words that things aren't for sure. The narrator saying "I know how things go," is just like saying things don't always go as planned.

17. All of her life she has been promised a nice house, but they keep moving around from dump to dump. She knew she would never really have the white house with the picket fence she dreamed about. It just wasn't possible. She would forever be promised a nice house, but she would never get it. 2

17. She means it will probly never happen. I took them this long to afford this house. 1

17. She was stating that obviously they werent planning on going anywhere for while. 1

Chief Joseph of the Nez Percé Speaks

1 My father sent for me. I saw he was dying. I took his hand in mine. He said: “My son, my body is returning to mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more, and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. Never sell the bones of your father and mother.” I pressed my father’s hand and told him I would protect his grave with my life. My father smiled and passed away into the spirit land.

I buried him in that beautiful valley of winding waters. I love that land more than all the rest of the world. A man who would not love his father’s grave is worse than a wild animal.

3 For a short time we lived quietly. But this could not last. White men had found gold in the mountains around the land of winding waters. They stole many horses from us, and we could not get them back because we were Indians. I labored hard to avoid trouble and bloodshed. We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken. The white man would not let us alone. When the white men were few and we were strong, we could have killed them all off, but the Nez Percé wished to live in peace.

The old treaty has never been correctly reported. If we ever owned the land, we own it still, for we never sold it. In the treaty councils the commissioners have claimed that our country had been sold to the government. Suppose a white man should come to me and say, “Joseph, I like your horses, and I want to buy them.” I say to him, “No, my horses suit me. I will not sell them.” Then he goes to my neighbor and says to him, “Joseph has some good horses. I want to buy them, but he refuses to sell.” My neighbor answers, “Pay me the money, and I will sell you Joseph’s horses.” The white man returns to me and says, “Joseph, I have bought your horses, and you must let me have them.”

If we sold our lands to the government, this is the way they were bought.

Chief Joseph

18. What does the line “A man who would not love his father’s grave is worse than a wild animal” suggest?
- A. the passage of time
 - B. a contrast of people and animals
 - C. the son’s reverence for ancestors
 - D. a generational difference of opinion

MC#: 18

Key: C

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

19. Chief Joseph's statement in paragraph 3, "But this could not last," is an example of
- A. symbolism.
 - B. a flashback.
 - C. exaggeration.
 - D. foreshadowing.

MC#: 19

Key: D

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.

20. From the information provided in the statement, the reader can assume that “white men” wanted the Nez Percé’s land because they
- A. appreciated the beauty of the valley of winding waters.
 - B. needed to expand the territory of the United States.
 - C. thought they could make money from the land.
 - D. wanted the Nez Percé’s ancestral bones for museums.

MC#: 20

Key: C

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

21. What is the main purpose of Chief Joseph's statement?
- A. to explain the transfer of land from the Nez Percé viewpoint
 - B. to apologize to the Nez Percé for selling their land
 - C. to show the close relationship between Chief Joseph and his father
 - D. to emphasize how peaceful life was for Chief Joseph in his youth

MC#: 21

Key: A

Learning Results: A-3

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 identify the author's purpose and analyze the effects of that purpose on the text.

22. What does Chief Joseph’s father mean when he says in paragraph 1, “Never sell the bones of your father and mother”?

SA#: 22

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

CHIEF JOSEPH OF THE NEZ PERCÉ SPEAKS
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response provides an accurate explanation of what the father means when he says, “Never sell the bones of your father and mother.”
1	Response provides an explanation that the father means don’t sell the bones, literally. Response does not show awareness of the metaphor of bones for land.
0	Response is totally incorrect and irrelevant.
Blank	No response.

Training Notes for Short-Answer #22

Correct answers: It means never to sell the land—his ancestors are buried there. It is holy land: The “bones of father and mother” means the land.

22. it means that . he does not want him to sell the land. Their ancestors are buried there, so therefore selling the land would be like selling the bones of his father and mother. 2

22. Chief Joseph's father is symbolizing ancestral land and culture with "bones of your mother and father." He doesn't want his son to sell the tribe's land. 2

22. Chief Joseph's father didn't want his bones sold to the United States. 1

22. He says always protect their grave no matter what. 1

23. Explain what Chief Joseph means by the last sentence, “If we sold our lands to the government, this is the way they were bought.”

CR#: 23

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 analyze and synthesize the concepts and details in informational texts.

CHIEF JOSEPH OF THE NEZ PERCÉ SPEAKS
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides an insightful explanation of what Chief Joseph means by the last sentence. The explanation shows an awareness of the irony in the statement and demonstrates an awareness that the story in the previous paragraph is a metaphor for how the government took control of his land. (See below.)
3	Response provides an explanation of what Chief Joseph means by the last sentence. The explanation shows awareness of the concept of being cheated out of land and makes some link to the story in the previous paragraph but lacks insight or development.
2	Response provides a limited explanation of what Chief Joseph means by the last sentence. The explanation includes incomplete or partially correct information (e.g., no link to the previous paragraph).
1	Response provides a brief statement of what Chief Joseph means by the last sentence but gives no explanation.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #23

Irony of the statement – Chief Joseph is using “sold” and “bought” figuratively, since he obviously does not think they ever sold their land to the government.

Word “metaphor” or formal statement about metaphor is **not** required, just an ability to recognize how the story can be applied to the situation of the land’s ownership.

23.

4

Chief Joseph told a story about a white man who wanted to buy his horses. If he refused, the man might go to Joseph's neighbor and talk to the neighbor about Joseph's horses. The neighbor might take money from the white man and sell Joseph's horses to him. This parable shows how Chief Joseph says the white men purchased their lands. He spoke of this story to show the injustice that has occurred. Not only has the white government been unfair, but they have deliberately cheated Chief Joseph's people out of land that is sacred to them. This is what Chief Joseph means when he says that if they sold land to the government, then this is how they were bought.

23.

4

Legally, Chief Joseph believes they never sold the land to the "white men." He feels they never gave in and received money for the land the white men occupied. The statement "this is the way they were bought" refers to the dishonest ways in which the white men acquired land and supplies from the Nez Percé. Joseph describes round about ^{ways} which the white men acquired his horses; he never actually sold them to the men, his neighbor betrayed him in a sense and the white men took his horses. The last sentence refers to the dishonest and illegal ways the white ^{men} acquired land and illustrates how the Nez Percé never really sold it.

23. This narrative must have been written in response to an announcement by the government that said that the Nez Percé sold their land to the government. Chief Joseph ~~first~~ provides a little history explaining why he would never sell the land and then he explains how the white man uses his power to buy whatever he wants, even if the rightful owner is not prepared or willing to sell. He gives an example of this most unfair practice, using horses. He then concludes with the said statement which gently accuses the government of dishonestly "purchasing" the land belonging to Chief Joseph.

23. Previous to his finishing statement, Chief Joseph tells the story of how the horses were sold without the owners' knowledge. "If we sold our lands to the government, this is the way they were bought," implies that Chief Joseph didn't give his permission to the selling of the land, but that someone claimed ownership over it and sold the land to the government without Chief Joseph's permission or knowledge of the sale.

23.

He means that noone came up to him and asked for the land and when he said no, they didn't just say "ok, no problem". They may have asked him for the land and when he said no they found a way to take it from him. He never signed the land to anyone, so it is still his even though the government has taken it away.

2

23. It means that the "white men" stole the land from them, because the owner of the land did not sell it.

His neighbor may have, but it's not his land to sell.

It is the owners land. Therefore if the "white men" say it's theirs, then it's theirs because they stole it.

2

23. Meaning that at one time they had there own land and one day someone bought their land out from under them.

1

23.

~ government would pay someone else for there land

1

A Presidential Candidate

I have pretty much made up my mind to run for President. What the country wants is a candidate who cannot be injured by investigation of his past history, so that the enemies of the party will be unable to rake up anything against him that nobody ever heard of before. If you know the worst about a candidate, to begin with, every attempt to spring things on him will be checkmated. Now I am going to enter the field with an open record. I am going to own up in advance to all the wickedness I have done, and if any Congressional committee is disposed to prowl around my biography in the hope of discovering any dark and deadly deed that I have secreted, why—let it prowl.

In the first place, I admit that I treed a rheumatic grandfather of mine in the winter of 1850. He was old and inexperienced in climbing trees, but with the heartless brutality that is characteristic of me I ran him out of the front door in his nightshirt at the point of a shotgun, and caused him to bowl up a maple tree, where he remained all night, while I emptied shot into his legs. I did this because he snored. I will do it again if I ever have another grandfather. I am as inhuman now as I was in 1850. I candidly acknowledge that I ran away at the battle of Gettysburg. My friends have tried to smooth over this fact by asserting that I did so for the purpose of imitating Washington, who went into the woods at Valley Forge for the purpose of saying his prayers. It was a miserable subterfuge. I struck out in a straight line for the Tropic of Cancer because I was scared. I wanted my country saved, but I preferred to have somebody else save it. I entertain that preference yet. If the bubble reputation can be obtained only at the cannon's mouth, I am willing to go there for it, provided the cannon is empty. If it is loaded my

immortal and inflexible purpose is to get over the fence and go home. My invariable practice in war has been to bring out of every fight two-thirds more men than when I went in. This seems to me to be Napoleonic in its grandeur.

My financial views are of the most decided character, but they are not likely, perhaps, to increase my popularity with the advocates of inflation. I do not insist upon the special supremacy of rag money or hard money. The great fundamental principle of my life is to take any kind I can get.

The rumor that I buried a dead aunt under my grapevine was correct. The vine needed fertilizing, my aunt had to be buried, and I dedicated her to this high purpose. Does that unfit me for the Presidency? The Constitution of our country does not say so. No other citizen was ever considered unworthy of this office because he enriched his grapevines with his dead relatives. Why should I be selected as the first victim of an absurd prejudice!

I admit also that I am not a friend of the poor man. I regard the poor man, in his present condition, as so much wasted raw material. Cut up and properly canned, he might be made useful to fatten the natives of the cannibal islands and to improve our export trade with that region. I shall recommend legislation upon the subject in my first message. My campaign cry will be: "Desiccate the poor workingman; stuff him into sausages."

These are about the worst parts of my record. On them I come before the country. If my country doesn't want me, I will go back again. But I recommend myself as a safe man—a man who starts from the basis of total depravity and proposes to be fiendish to the last.

June 9, 1879

24. In the first paragraph, the statement, "What the country wants is a candidate who cannot be injured by investigation of his past history," suggests that the essay will discuss a candidate who has
- A. led an exemplary life.
 - B. a long political record.
 - C. no enemies.
 - D. never been investigated.

MC#: 24

Key: A

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

25. According to the essay, why should a politician reveal unflattering or embarrassing personal information?
- A. to outsmart those who would try to publicize such material
 - B. to justify past actions to the voters so they will accept the politician
 - C. to teach a lesson to others who may be doing similar things
 - D. to warn possible opponents against challenging the politician

MC#: 25

Key: A

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 identify and analyze how complex elements of plot (e.g., settings, major events, problems, conflicts, resolutions) affect the overall quality of a work.

26. Which statement is most likely an exaggeration?

- A. "Now I am going to enter the field with an open record."
- B. "In the first place, I admit that I treed a rheumatic grandfather of mine . . ."
- C. "I do not insist upon the special supremacy of rag money or hard money."
- D. "Why should I be selected as the first victim of an absurd prejudice!"

MC#: 26

Key: B

Learning Results: A-6

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 6 use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.

27. According to the essay, a presidential candidate must
- A. have a clean record.
 - B. be totally honest.
 - C. have a military background.
 - D. be financially secure.

MC#: 27

Key: B

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

28. Mark Twain's purpose in writing this essay is to
- A. declare his candidacy for president.
 - B. defend himself against charges of cruelty.
 - C. share his opinions in an amusing way.
 - D. argue for a change in election laws.

MC#: 28

Key: C

Learning Results: A-3

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 identify the author's purpose and analyze the effects of that purpose on the text.

29. In the last paragraph, Twain says he is “a man who starts from the basis of total depravity.” What is the meaning of the word “depravity”?
- A. absolute cowardice
 - B. moral corruption
 - C. sincere apology
 - D. financial destitution

MC#: 29

Key: B

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 demonstrate an understanding of the relationship among perception, thought, and language.

30. The effect of the essay “A Presidential Candidate” comes mostly from its use of
- A. plot.
 - B. characterization.
 - C. setting.
 - D. tone.

MC#: 30

Key: D

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

31. Which saying would best summarize this essay?
- A. "Honesty is the best policy."
 - B. "An ounce of prevention is worth a pound of cure."
 - C. "What you see is what you get."
 - D. "Don't count your chickens before they are hatched."

MC#: 31

Key: A

Learning Results: B-8

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply mature strategies to the reading and interpretation of lengthy adult-level nonfiction texts with appropriate complexity of content and sophistication of style.

32. Cite one statement from the text and indicate its relevance to a contemporary reader.

SA#: 32

Learning Results: B-5

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 5 identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).

A PRESIDENTIAL CANDIDATE
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response cites one appropriate statement from the text and offers a reasonable explanation of its relevance to a contemporary reader.
1	Response cites one appropriate statement from the text but does not offer a reasonable explanation of its relevance to a contemporary reader.
0	Response is incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #32

Possible statements with relevance to a contemporary reader: “What the country wants is a candidate who cannot be injured by investigation of his past history,” “I wanted my country saved, but I preferred to have somebody else save it,” and about money – “The great fundamental principle of my life is to take any kind I can get,” etc.

Score point 1. An appropriate statement that has obvious relevance but is not accompanied by an explanation can receive a 1. A statement that is not apparently relevant without an explanation would receive a 0.

32. "I am going to own up in advance to all the wickedness I have done, and if any Congressional committee is disposed to prout around my biography in the hope of discovering any dark and deadly deed that I have secreted, why - Petitt proof." This line holds relvance to the common date because we have had presidents, most notably our last one, who have concealed their mischievous behavins, but in the long run, that has hort them. Starting your imperfections upfront will generate more respect. 2

32. "I wanted my country saved, but I preferred to have somebody else save it." Anyone in any period can relate to this whether they are contemporaries of Twain or myself. People romanticize the idea of war and noble purpose, but it's different when they get there. Cowardice exists in all of us. We can all relate to not wanting the responsibility of being a hero. 2

32. ... "A candidate who cannot be injured by investigation..." This is important to the reader because he is telling us he has nothing to hide from us. 1

32. "Now I am going to enter the field with an open record" (i) This tells the reader he is about to admit past faults. 1

**English Language Arts:
Reading/Writing Response Item 33
Item Information and Scoring Guide
Reference Sheet, Scoring Guides and
Training Notes, and Student Responses**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) reading/writing response item is scored for both reading and writing. These pages contain the following information. (Refer to page C-52 for the text for the item.)

Reading Comprehension Scoring Information

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

Writing Scoring Information

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
 - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
 - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

NOTE: The reading/writing response item is scored twice, once for reading comprehension and once for the quality of the student's writing.

Reading/Writing Response Item with Learning Results, Reading Scoring Guide, and Reading Training Notes

Use the definition below to answer question 33.

Satire: a literary work or technique that exposes or holds up to ridicule human vices or follies, usually in a witty, humorous, or ironic way.

33. In this essay, Mark Twain uses satire to make fun of politicians and politics. Identify two examples in the essay when Twain is satirizing either politicians or politics, and explain what he is satirizing in each example. Use specific evidence from the essay in your explanation.

CR#: 33

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 apply mature strategies to the reading and interpretation of lengthy adult-level fiction (e.g., satires, parodies, plays, poems, novels), using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.

A PRESIDENTIAL CANDIDATE
CONSTRUCTED-RESPONSE READING SCORING GUIDE

Score	Description
4	Response identifies two examples from the essay when Mark Twain is satirizing either politicians or politics. Response provides an in-depth explanation of what is being satirized, demonstrating a clear understanding of satire (definition provided). Specific evidence from the essay is included in the explanation.
3	Response identifies two examples from the essay when Mark Twain is satirizing either the politicians or politics. Response provides an explanation of what is being satirized. The explanation includes evidence from the essay that lacks specificity and/or development.
2	Response identifies two examples from the speech when Mark Twain is satirizing politicians or politics. Response provides a limited, incomplete, or partially correct explanation for what is being satirized. OR Response identifies one example from the speech and provides an explanation for what is being satirized.
1	Response provides a minimal or vague statement about Twain's satire or examples.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Note: Constructed-response question 33 was scored for effectiveness of writing and reading comprehension.

Reading Training Notes for Constructed-Response #33

EXAMPLE:

Military record—Twain says he ran away at the battle of Gettysburg and would still prefer someone else to fight for his country. He is satirizing the inclination of candidates to emphasize military records and courage, and he is satirizing the political process for requiring it.

33. Mark Twain uses satire throughout his essay "A Presidential Candidate to make fun of politicians and politics. One example of this use could be when he writes, "I am going to own up in advance to all the wickedness I have done, and if any Congressional Committee is disposed to prow around my biography in the hope of discovering any dark and deadly deed that I have secreted, why - let it prow." In this example of Twain's use of satire, he is ridiculing those who pry into others' private lives. In his case, he goes on to make unruly, exaggerated statements of all of the bad things which he has done in his past. He does this to make an example of himself, of the injustices that really happen. He uses his voice to make his writing have an air of irony and sarcasm, helping him to get his point across.

A second example of Twain's use of satire is shown when he writes, "My campaign cry will be: 'Desicate the poor workingman; stuff him into sausages.'" In this quote, Twain is ridiculing candidates' platforms on issues, and slogans. When he wrote this he was summing up his sarcastic opinion that poor men are a waste. This is sneakily making fun of politicians who care nothing of people. By using poor people as an example, he shows how politicians wouldn't mind simply "getting rid" of all types of people who pose as a problem to them.

Mark Twain's essay "A Presidential candidate", is a very craftily written piece which puts politicians and politics in general in their place for all of the wrong doing they impose.

33. In the essay "A Presidential Candidate", Mark Twain uses a technique that exposes and ridicules politicians and politics, also known as satire. One example of Mark Twain using satire in this essay is when he makes the statement "I do not insist upon the special supremacy of rag money or hard money. The great fundamental principal of my life is to take any kind I can get." To me it seems as though Mark Twain is stating that no matter what any president may say, or people in general for that fact, will always be money greedy, because in the United States of America money is power and key to a good life. Another satirizing statement made by Mr. Twain was, "I regard the poor man, in his present condition, as so much wasted raw material. Cut up and properly canned, he might be useful to fatten the natives....". By this again Mark Twain seems to say that no matter what any politicians says about helping the poor and making it their first priority they are lying through their teeth. The believe that poor people are what bring our nation down, but to say that to those people who decide his/her fate would be fatal. Overall, I believe Mark Twain is categorizing politicians as flat out liars who will say anything to hold an office.

33. Twain uses satire in the second paragraph of his essay.

He explains how he fled from the battle of Gettysburg in fear and how his friends try to justify this. These friends are really his fellow supporting politicians who say that he can't imitate Washington. This is of course ^{is} not true and humorous. It is amusing because politicians make blunders and try to cover up for them all the time by trying to sound official and important. For Twain's friends he has just blown their cover out of the water.

Another use of satire is displayed in paragraph four. Here Twain is describing how he used his dead aunt as fertilizer. To defend his actions he says that the law does not declare this unconstitutional and therefore is an okay thing to do. This information is so ridiculous and horrifying that it becomes funny. Since the beginning of our forefathers' constitution we have been defining each political mistake by referring to this political document. However such a thing as fertilizing one's aunt is of course not in the constitution except by stretching its interpretation. Basically you cannot use the constitution to justify using your relative as growth for your grapevine.

33. The First one that I see is where Twain says "I admit I treed a rheumatic Grandfather of mine". Where here the character admits to throwing his grandfather out and chasing him with a gun up a tree and shooting him in the legs all because he was snoring. This seems mean and inhuman to be satire, but that is what Twain wanted. He wanted it this way because it made Politicians look inhuman, like the kind of People who would kill to get what they want. That is what he wanted to do there.

Another Funny use of satire that I see is when he says "I regard the poor man, in his Present condition, as so much wasted raw Material." This brings to mind the way modern day people view Politics as being cold hearted towards Poor People. He also used the expression as "cut up and properly canned." which basically says stick them in a Place where they will not bother him, but if he wants to use them later or some other time he can to make himself look like the better candidate.

Satire is a funny way of expressing what you want to be expressed and it is simple, Quick, and catches your attention and I think is an awesome way to view your own Political views.

33. In the essay "A Presidential Candidate" Mark Twain uses satire, while the candidate is making funny jokes about things he has done or things he does not like.

One sentence which contains satire is one which says "The vine needed fertilizing, my aunt had to be buried, and I dedicated her to this high purpose. The presidential candidate brings this up because rumors have gone around about his dead aunt under the grape vine. He uses satire to make it funny, and let every one know what happened.

The second time satire is used is when the candidate is saying how he does not care for "the poor man." When saying this he tries to make it funny so people will not get agitated by his dislike of lower people. He states that the poor man is "Cut up and properly canned, he might be made useful to fatten the natives of the cannibal Islands and to improve our export trade with that region. In this statement he uses the word export which is something that Presidential candidates deal with. He says this trying to relate is to the Presidential role.

33. "Now I am going to enter the field with an open record. I am going to own up in advance to all the wickedness I have done"

I chose that selection of text because he is kind of making fun of how all politicians usually have some deep dark secrets but they never come out with them. Eventually most of the secrets come back, while they are in office, and get them back. Why don't they just come out with them beforehand when they know they are probably just going to come back and get them anyway.

"My financial views are of the most decided character, but they are not likely, perhaps, to increase my popularity with advocates of inflation."

Of course when running for office, the amount of money you have will definitely help how popular you are. Although most politicians would like to say they won because the people liked who the candidate was as a person. We all know though that you have a better chance of winning if you are Mr. Moneybags because people would actually know who you are because of advertising.

33. Throughout the whole essay he is satirizing politics. He is telling people all of the things he has done in the past and making them sound really bad because he seems to think that a lot of presidents have bad backgrounds and still get voted as president. 1

33. He is using Satire to make fun of candidates/politicians about the way they are always mudslinging. "If you know the worst about a candidate, to begin with, every attempt to spring things on him will be checkmated." Another example is "What the people want is a candidate who cannot be injured by investigation of his past history." Either way the people will find out how horrible that person is. 1

Reading/Writing Response Item with Learning Results and Writing Scoring Guide

Use the definition below to answer question 33.

Satire: a literary work or technique that exposes or holds up to ridicule human vices or follies, usually in a witty, humorous, or ironic way.

33. In this essay, Mark Twain uses satire to make fun of politicians and politics. Identify two examples in the essay when Twain is satirizing either politicians or politics, and explain what he is satirizing in each example. Use specific evidence from the essay in your explanation.

Reading/Writing Response Item

Learning Results: F-1, G-2, G-3

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
- no significant errors in the use of pronouns and nouns and adjectival and adverbial forms.
 - coordinating and subordinating conjunctions.
 - no significant errors in the spelling of frequently used words and the correct use of commonly confused terms.
 - no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.
 - few significant errors in the spelling of commonly misspelled and rare words, the less-common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 3 write pieces and deliver oral presentations that include a variety of sentence structures and lengths.

Stylistic & Rhetorical Aspects of Writing					
Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none">• Little topic development and/or organization, few details• Possible evidence of voice• Simplistic language (wording and sentence structure)	<ul style="list-style-type: none">• Limited topic development, focus, and/or details• Evidence of voice• Limited variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Moderate topic development, focus, and details• Some voice• Some variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Well developed with control and relevant details• Consistent voice• Variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Fully developed with strong details• Sustained voice and/or tone with emerging style• Effective use of language	<ul style="list-style-type: none">• Topic and details richly developed• Distinctive voice, tone, and style• Rich use of language
Topic Development		Organization	Details		Language/Style
The overall effect of the essay		The degree to which the response is <ul style="list-style-type: none">• Focused• Clearly and logically ordered• Clarified by paragraphs	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none">• Errors seriously interfere with communication and/or• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Few or no errors in simplistic or limited text in first-draft writing	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Control of a variety of sentence structures, grammar and usage, and mechanics• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing		
Sentences		Grammar and Usage		Mechanics	
The degree to which the response includes sentences that are correct in structure		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Use of standard grammatical rules of English• Word usage and vocabulary		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Punctuation• Capitalization• Spelling	

33. The essay "A Presidential Candidate" by Mark Twain is an excellent example of the use of satire. 6 Throughout the entire piece Twain uses satire as a literary tool to ridicule or poke fun at politicians in his time period.

One specific example where Twain is satirizing politicians is with his statement, "If you know the worst about a candidate to begin with, every attempt to spring things on him will be checkmated." Generally in an election a candidate, and his/her running mates, are concerned with making the politician look really good in the public eye. This statement however, suggests telling the public all of the scandals and negative things that have occurred in the politician's life, and hoping that would lead to election. The humor in this is telling things of that nature to the public would more than likely ruin the politician's chances for election.

Another example of the use of satire is when Twain states, "I wanted my country saved, but I preferred somebody else to save it." The speaker is describing how in the battle of Gettysburg he ran away instead of fighting for fear of being killed. This is a use of satire on Twain's part because normally a politician would talk of war only to bring up his own heroism, but in this case it is the exact opposite. The politician brought up the battle of Gettysburg to describe how he ran away in a cowardly manner. Once again this

would not be something that a politician would want the public to know about, though this fictional politician openly states it to portray Twain's satirical view on politics in this piece.

In "A Presidential Candidate" Twain describes a politician with a campaign completely different from that of politicians at that time. He describes someone who uses honesty as a base idea for getting elected. Though this piece was satirical it does not go against the idea that honesty is the best policy.

33. Mark Twain's essay "A Presidential Candidate" 5 is witty and funny, but underneath the superficial comedy the essay includes several serious satirical elements. Two places where Twain uses satire to make fun of politics are when he talks about financial issues and when he talks about dealing with the poor. When Twain explains "his" financial views he admits outright that his view will be opposed by certain groups, and he concludes by saying that all that is really important is getting as much money as possible however he can. These statements satirize politicians who pretend to come up with financial solutions that will please every body, when really all the politician wants is to make money. Another place that Twain uses satire is when he addresses the issue of dealing with the poor. Twain is outright honest and expresses "his" opinion that he doesn't like the poor, he thinks that they waste the country's materials, and the only use they could serve is as food to trade to other cannibalistic tribes. Twain obviously doesn't feel this way, but he is satirizing politicians who don't care at all about the poor, but instead lie to get elected, pretending to be everyone's friend. Twain's extreme satire shows an absurd solution to the problem of poor people and a way to make money at the same time.

33. The first passage I chose from the article was "I am going to own up in advance to all the wickedness I have done, and if any congressional committee is disposed to prow around my biography in the hope of discovering any dark and deadly deed that I have secreted, why-let it prow!" Here I think that Twain is really poking fun of the fact that critics and opposing politicians put too much time and energy into trying to put down or bring out the bad about another person. A personal history is everyone's own personal knowledge, and everyone has one, although some may have bad marks on their record, it may not be anyone else's business but their own. So, Mr. Twain really just flat out says: if you want to dig up my past - go ahead!

The second passage that I chose was "What the country wants is a candidate who cannot be injured by investigation of his past history..." almost asking for something that's unreachable. It's hard to describe a person that doesn't have a flaw and when a person gets into politics that's what everything is about, degrading your opponent or colleague. That is what has happened to our country nowadays and unfortunately we can't do anything about it. The tradition is carried on and generation by generation it just gets harder and harder to be a good true citizen and/or politician.

33. Mark Twain satirizes a lot in this essay, but one part is when he said he brought his grandfather outside by shotgun and ran him up a tree. This is saying that politicians can't be known well enough to see what they will do when something drastic happens to either them or the country. Mark Twain also said he made his grandfather stay up there all night while unloading shot into his legs. This is what politicians do, when they find something they don't like they act on it immediately without thinking.

This quote by Mark Twain in the essay is also a satirizing statement. "If you know the worst about a candidate, to begin with, every attempt to spring things on him will be checkmated. This means that for every statement that someone makes towards a candidate they will have a come back for it to cover their butts even if it means lying to the public. Every candidate in history lied to the public in one way or another just to get elected.

33. A satire used in Mark Twain's essay would be when he ran his elderly grandfather up a tree, for snoring. This satire shows the brutality and heartlessness of politicians. He called himself inhuman and this describes many politicians perfectly.

Another satire used by Twain is "I wanted my country saved, but I preferred to have somebody else save it. This shows that politicians are no greater, braver or more capable of life than anyone else. He was fighting in the war and he ran back, afraid, and hoping someone else will do the dirty work,"

33. Mark Twain uses satire in many ways in this essay. He doesn't directly stam the politicians but he does in a round about way. He says "Why should I be selected as the first victim of an absurd prejudice" which means if people want him as president they will have to accept him as he is.

33. In his essay, Mark Twain writes the ~~confessions~~^{one} supposed politician but what he is really doing is generalizing politicians as a whole and attributing undesirable qualities upon them.

4

The quality that made the most immediate impression on me is that Twain considers politicians to be selfish cowards. This is apparent when he tells about the man running away from battle. He is saying that politicians will preach about the wellbeing and security of the nation; that they will appear to be concerned with the goodwill of the people, when in reality their top priority is to protect themselves. He is saying that politicians will strive for a country that is strong and powerful, but when push comes to shove, you will never see the politician on the battlefield. They let everyone else do the dirty work and still take the credit for themselves.

A second stereotype that I noticed was that Twain thinks politicians are financially biased. He suggests that they prefer rich people and look down upon the poor. He quite bluntly reveals that politicians would just as well see the poor ground down into cans of Spam[®]. They will not do poor people any favors. He is saying that to a politician, all poor men are a waste of resources. He considers himself above poor folk and this stereotypes the upper class snobby attitude of politicians.

33. In this essay, Mark Twain uses satire to make fun of politicians and politics. One example of satire is when he is explaining how he buried his aunt under his grapevines in order for them to be fertilized. When Twain wrote: "No other citizen was ever considered unworthy of this office because he enriched his grapevines with his dead relatives." This is satire because people find the most ridiculous information about a high profile person and use this against them when he or she is coming into the public's eye. Politicians are well known and people have set a certain expectancy that these people are super-human. These people must never do anything different or weird.

Twain satirizes the job of Presidency and how he or she is in charge of the armed forces. However, these people may act cowardly in the face of danger. "I candidly acknowledge that I ran away at the battle of Gettysburg. It is ironic to say that the president who is supposed to be in charge of the armed forces, people who will give their lives for a country, runs away from danger instead of facing it straight in the face. Twain is satirizing the fact that many Presidents have not been in a war and are too coward to fight for their lives, other's lives, and most important their country.

33. Twain uses ~~satire~~ when he says that his friends said he ran away from the battle of Gettysburg just like Washington did. Washington did this so he could say his prayers which could be thought to be silly. So in this part he is satirizing or making fun of George Washington and his cowardliness.

2

When Twain says, "the great fundamental principle of my life is to take any kind I can get," he is referring to money. He is pretty much making fun of the fact that presidents are rich and sometimes give off the impression that they're greedy. So in this essay, he satirizes presidents and sometimes their ability to run the United States.

33. In this essay Mark Twain uses satire to make fun of politicians and politics. Two examples in the essay of Twain satirizing either politicians or politics are when the candidate says "In the first place, I admit that I freed a rheumatic grandfather of mine in the winter of 1850" and when he said, "The vine needed fertilizing, my aunt had to be buried, and I dedicated her to this high purpose."

1

When people hear a presidential candidate say things like that they don't want to put this guy in the White House they want to put him in the looney House. Some of the things he said should have him arrested. I found this whole essay to be satirizing this guy because no one would ever vote him to run our country.

A cell phone rings urgently. By the second ring a man with a suit has taken it from his pocket, flipped it up to his ear, and now stands listening to the critical information that is being received. He comes to know they have turned out the secret he has been trying to hide. It is his job to protect the secrets of this presidential candidate but now everything will fall apart. A frantic dialing of numbers — sources to get, people to bribe. Thus goes modern-day politics. Politics and politicians have not changed that much throughout the years. In Mark Twain's essay "A Presidential Candidate", Twain uses satire to poke fun of the politics and politicians of an American presidential candidate. 6 4

Many people, especially politicians, have heard the phrase "burying dead bodies" or "skeletons in the closet" to express hidden secrets. Twain takes this phrase to a new height as he confesses to having "buried a dead aunt under (his) grapevine". The absurdity of his exaggeration perfectly illustrates the mentality of the politician. The "a man has to do what a man has to do" attitude is further emphasized by his justification of burying his aunt there: "The vine needed fertilizing, my aunt had to be buried, and I dedicated her to this high purpose."

Twain is very hyperbolic in his writing, so as to leave an impression on the reader and make them realize the utter satire. His statement "I regard the poor man, in his present condition, as so much wasted raw material. Cut up and properly canned, he might be made useful to

fatten the natives of the cannibal islands and to improve our export trade with that region" demonstrates his view on how presidential candidates truly feel about the poor. Although a candidate will rarely come out and say that he does not value the common man, more focus seems to lie on those with more money,

With this essay, Twain has effectively mocked the presidential candidates in a very humorous manner. Even though cell phones were before his time, Twain could see the prospect of secrets being exposed and the absurd lengths undertaken to cover them up. Somewhere in the world, a cell phone rings urgently. Someone has found out a secret.

ACKNOWLEDGMENTS

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“Reading Moving Water” (pp. C-6–C-7) from *Camping Made Easy* by Michael Rutter. Copyright © 1997 by Michael Rutter. Text illustrations by Mary Ballachino. Published by The Globe Pequot Press, Old Saybrook, Conn.

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“A Presidential Candidate” (p. C-52) by Mark Twain, 1879.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

FILE D

Health Education:

Item Information and Scoring Guide Reference Sheet D-2

Item Information and Scoring Guide

Reference Sheet D-3

Items with Learning Results, Scoring Guides,

Training Notes, and Student Responses D-4

**Health Education:
Item Information and
Scoring Guide Reference Sheet**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) health education items are scored. These pages contain the text for each item, accompanied by the following information.

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results,
Scoring Guides, Training Notes,
and Student Responses**

1. Valerie is a sophomore in high school who just learned she is pregnant. Describe the impact of teenage pregnancy and motherhood on each of the four health areas (social, emotional, mental, and physical).

CR#: 1

Learning Results: A-2

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 2 describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life.

CONSTRUCTED-RESPONSE #1 SCORING GUIDE

Score	Description
4	Response demonstrates comprehensive understanding of the impact of pregnancy by completely describing at least one impact on each health area.
3	Response demonstrates general understanding of the impact of pregnancy by completely describing at least one impact on three health areas or by generally describing an impact on all four health areas.
2	Response demonstrates partial understanding of the impact of pregnancy by partially describing an impact on two or more of the four health areas.
1	Response demonstrates minimal understanding of the impact of pregnancy by describing an impact on one of the four health areas.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

1. Valerie is going throw alot right know because she is pregnant. She is not able to spend time with her friends and party like she ushally does(social). Her self esteeme is down cause she's not knowing what to do with her baby(emotional). Mentally she's having a hard time consintrating on her school work, alway wondering what will come next. She's physically drained She's having morning sickness & not eating right.

4

1.

The impact on the social area of Valerie's life would be great. Friends, relatives, and teachers may form a negative opinion of her, based on the fact she is pregnant. Motherhood would certainly detract from her social status as she would have to spend her time with the baby and not her friends. Valerie would also suffer emotionally, as she would be feeling scared, ashamed, and regretful of being pregnant at such a young age. She may even become depressed. Her mental abilities, especially at school, would also suffer. She would have a hard time concentrating on her work because of all the stress in her life. When caring for the child, she may become "burned out" mentally and have trouble thinking straight. She would also suffer physically as the pregnancy takes its toll on her body. She may feel sick, extremely tired, or have pains. Labor would be very hard and painful for such a young person. She would definitely be affected socially, emotionally, mentally and physically by the pregnancy.

1.

3

Her social life will change because people won't treat her the same after she's pregnant. Some people might not want to be her friend. She will be very emotional, crying a lot and thinking about her problems. Mentally she will suffer. It will be harder to keep up with schoolwork when you have to care for the baby. Obviously there are physical changes during pregnancy. She will feel sick, vomit, grow large, etc...

1.

3

Socially you'll lose some of your friends and you will not have time to spend with the others because you're taking care of your child. Emotionally your self-esteem will go down because you'll think "no one wants me because I have a baby". Mentally is the same thing as emotionally. Physically the child will wear you down, you'll always be tired and exhausted. Babies are a big workout and a big responsibility.

1.

2

Valerie social life will get less and less active since she will get tired quickly from carrying the baby and she won't be able to go out as much. She probably has a lot of stress that emotionally is making her feel bad. It's probably weird and scary mentally because you know your going to have a baby in high school if you don't drop out.

1.

2

They become less social and don't talk to people as much as before. They become sad when they hear or see people criticizing them. They don't think very highly of themselves, they are ashamed. Their stomach expands and they gain weight.

1.

1

Socially it will make it harder to have friends and to go out, because you have the responsibility of taking care of a kid.

Emotionally, mentally and physically it will stress you out. Having to take care of a baby is a very big responsibility.

1.

1

She will have to be there for her baby so she can't always be out doing what she wants.

2. Over half of all Americans die from cardiovascular, or heart, disease. This statistic is important to teenagers because many cardiovascular diseases are the result of lifestyle choices and health habits that people adopt early in life.
 - a. List **four** controllable factors that cause heart disease.
 - b. For each factor, explain why it causes heart disease.

CR#: 2

Learning Results: A-4

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 4 analyze the impact of personal health behaviors on body systems.

CONSTRUCTED-RESPONSE #2 SCORING GUIDE

Score	Description
4	Response demonstrates thorough understanding of factors that contribute to heart disease by listing four controllable factors and thoroughly explaining why each causes the disease.
3	Response demonstrates general understanding of factors that contribute to heart disease by listing three controllable factors and explaining why each causes the disease.
2	Response demonstrates partial understanding of factors that contribute to heart disease by listing two controllable factors and explaining why each causes the disease.
1	Response demonstrates minimal understanding of factors that contribute to heart disease by listing one controllable factor and explaining why it causes the disease.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #2

Some Background Information

High blood pressure may be caused by smoking, drinking, and excess salt intake. High blood pressure may cause small tears in the lining of arteries. Fatty acids (such as the by-products of consuming cholesterol) may accumulate (get stuck) at the location of these tears. This causes arteriosclerosis. If a small blood clot breaks loose somewhere in the body, it may get stuck in this narrowed portion of the artery. If the artery is carrying blood to the brain, the result is a stroke. If the artery is carrying blood to the heart, the result is a heart attack.

Sample answers

Part a: Heart disease—refers to a number of disorders that involve the heart and blood vessels

Part b: Diet—a diet high in cholesterol can contribute to arteriosclerosis

Weight—added weight puts a strain on the heart

Smoking—causes high blood pressure, which contributes to arteriosclerosis

High sodium intake—causes high blood pressure, which contributes to arteriosclerosis

High levels of stress—causes high blood pressure, which contributes to arteriosclerosis

(NOTE: Cannot control age, gender, race, sex, and family medical history)

Student Responses for Constructed-Response #2 for Score Points 4, 3, 2, and 1

2. Lack of exercise can cause heart attacks. 4

It is important to do cardiovascular (aerobic) exercises because it keeps your heart in shape by forcing it to pump blood quickly.

Diets with large amounts of fat can cause heart disease. Fatty foods can cause build-ups in arteries, causing blood to flow more slowly in and out of the heart.

Smoking can cause heart disease because it prevents the lungs from functioning properly, which in turn prevents oxygen flow through the blood to the heart.

Stress can cause heart problems because when you are stressed your heart beats faster.

2.

4

Heart disease is caused by many things. One is the things people eat. For instance, butter, salt, grease, and fatty foods will all cause artery clogs. Exercise is another important factor in staying heart healthy. If one exercise the muscles will be in better shape and the blood will flow better and be healthier. Smoking is definitely not something that will help the heart. Tar will build upon the lungs making it hard to breathe and the heart may not get enough oxygen. Tobacco also has many other effects on the heart. Stress management is important for being heart healthy. If someone is stressed they are more tense and their body is less stable and this could cause a heart attack.

2.

3

Four controllable factors that can cause heart disease are: exercise, eating habits, smoking, and drugs. Cardiovascular workouts strengthen your heart and lungs and help people to lead a healthier life. If you don't exercise enough your heart can become weak. A person's eating habits are also important. What you eat influences your cholesterol, blood pressure, and effects and causes blocked arteries in your heart. Smoking can also have negative effects on the heart causing heart disease. It ruins your lungs which work alongside your heart. Drug use is also bad for your heart. Heroin doesn't benefit anything in your body.

2.

3

Some people eat foods with a lot of cholesterol in them, and these foods clog arteries and make it harder for blood to reach the heart. To control this, people should not eat foods with a lot of cholesterol in them if they have high cholesterol. Heart disease can also be extracted from not enough exercise. Walking and running are good exercises to work out the cardiovascular system. This causes heart disease because a person's blood would not pump through veins and arteries as well as if they exercised. Another way to extract heart disease is through inheriting it. There isn't much a person can do except keep their cholesterol level down and exercise regularly. A final way to get heart disease would be smoking. Smoking affects all vital organs. If a person does not smoke, they are less likely to get heart disease.

2.

2

Smoking causes heart disease. It causes heart disease because of the multitude of chemicals in the cigarettes.

Over eating can cause heart disease. This causes heart disease because the fatty foods can clog arteries.

2. 1.) Cigarette Smoking - Weakens heart & lungs
2.) Eating bad - Clogs arteries
3.) Not exercising - the heart doesn't get the workout it needs to strengthen it
4.) drinking - It's bad for your body overall.

2. One factors that cause heart disease is smoking. The smoke from smoking will get in there. Another factor is drinking. The drink from drinking sets into your blood. The other one is fat in your food. The fat will close up things. The other one is things in the air. These things can be a lot of things. They get into your then you can get it.

2. Heart attacks are unfortunately very common in the United States. Heart attacks are caused by high cholesterol, and clogging of heart vessels. In many cases just by eating right it could have been avoided.

3. John and Sam were helping build a garage when John cut his forearm with a saw.
 - a. Explain what universal precautions Sam should take while treating John's wound.
 - b. Explain how Sam should prevent John from going into shock.

CR#: 3

Learning Results: C-2

Health Promotion and Risk Reduction

- C Students will understand how to reduce their health risks through the practice of healthy behaviors.
 Students will be able to
- 2 demonstrate strategies to avoid, change, and report unsafe situations.

CONSTRUCTED-RESPONSE #3 SCORING GUIDE

Score	Description
4	Response includes a detailed explanation of what universal precautions should be used while treating the wound and how to prevent shock while treating this wound. Response is well developed and contains no errors.
3	Response includes a general explanation of what universal precautions should be used while treating the wound and how to prevent shock while treating this wound. Response may contain minor errors or omissions or lack details.
2	Response includes a partial explanation of what universal precautions should be used while treating the wound and how to prevent shock while treating this wound.
1	Response includes a minimal explanation of what universal precautions should be used while treating the wound and how to prevent shock while treating this wound.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #3

Points for Parts

part a = 1 point; part b = 3 points

Part a

use gloves and mask or glasses to prevent exposure to blood

Part b

- keep victim lying down and maintain body temperature (use a cover or part of something underneath person as insulation)
- keep victim warm
- treat bleeding first; then elevate legs if bleeding is under control

Student Responses for Constructed-Response #3 for Score Points 4, 3, 2, and 1

3. Sam should use gloves because he doesn't know if John may have AIDS or other diseases. He should use a face mask as well, just in case. Sam doesn't want any contamination between the two, at all. Sam should tie a bandage around John's elbow, to cut if the flow of blood from those veins (if the cut is deep.) Sam must reassure John and make him calm down because if his heart rate is beating fast, then more blood will spurt out and be lost. In order to keep John from going into shock, Sam should tell him to lie down on a blanket and cover him up with another one. Keep John as warm and alert as possible until help arrives → (911)

4

a. Sam should not touch John's blood in anyway. He should cut away any clothing that may be covering the wound. ~~He~~ should use some sort of cloth, bandage, or dressing to apply direct pressure to the cut, and he should wrap it up with whatever material he has. He should always avoid John's blood. If he does not have rubber gloves, he should put plastic bags on his hands, or anything that is water proof. If he cannot stop the bleeding, he should add more bandages, wrap it, apply direct pressure, and elevate it to lessen the blood flow to the cut. After he has the bleeding under control, he should call 911 or bring John to the hospital.

b. To prevent John from going into shock, Sam should first elevate John's legs. He should then tightly wrap John in a blanket to help conserve body heat. When he is covering him up, he should leave his cut arm out in the open so that he can either continue to work on it, or to watch it to make sure that the blood doesn't come through. If he has not called 911 yet, he should do so now.

3.

3

If John cut his forearm with a saw the first thing Sam should do is apply pressure to the wound to stop bleeding. Once the bleeding is slowed down Sam should tie some sort of cloth around the wound to continually hold pressure on the wound. To keep John from going into shock Sam needs to first wrap him in a blanket to keep him warm. Second Sam needs to continually talk to him and keep doing stuff with him. Last if he does start going into shock Sam should have John lay down while wrapped in a blanket and hold his legs in the air. This would also prevent shock.

3.

3

Sam should apply constant pressure to John's arm. He should also create a tourniquet to go above the wound on his arm to slow down the blood pressure and reduce blood flow. Sam should take precautions as to wear gloves while treating John to reduce contact with the blood and reduce the risk of infection on John. Sam should make John lie down and drink lots of fluids. Sam should keep talking to John very calmly while waiting for assistance.

3.

2

She should try not to move his arm too much and if possible put some gloves on to protect herself from his blood to prevent catching anything. She should get a cloth or something to tie around his arm right above the cut to try to reduce blood flow so he doesn't go into shock or pass out. She should put something over the cut to absorb the blood & to put pressure on it to try to slow down the loss of blood. Lastly, she should take him to the hospital to get stitches.

3.

2

A.) While treating John's wounds, Sam should use latex gloves and make sure everything is sterile.
B.) To prevent John from going into shock Sam could talk to him, not about his wound, and try to keep him calm.

3. First, grab rubber gloves and any thing handy to stop the bleeding. Put the rubber gloves on and wrap the gash with whatever you found (duct tape works). Get someone to call the Ambulance, and make him comfortable while waiting for the ambulance.
B) To prevent John from going into shock Sam should call the hospital and ask how.

3. He should wrap John's arm up with a towel or something and apply pressure.
Sam should put warm water to John's arm to prevent shock.